EAB

Instilling Equity and Inclusion in Departmental Practices

Guiding Faculty Recruitment and Retention

Academic Affairs Forum

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Who Should Read

Vice Provost for Faculty Affairs and their staff

Chief Diversity Officers

Deans and department or search committee chairs

Director of Institutional Research

Instilling Equity and Inclusion in Departmental Practices

Guiding Faculty Recruitment and Retention

4 Ways to Use This Resource

- Distribute to academic units to diagnose current recruitment processes and pinpoint areas to reduce bias
- Engage deans in the development of new strategic hiring initiatives to increase faculty diversity
- Improve professional development, mentoring, and promotion practices to increase the retention of faculty from underrepresented groups
- Share with institutional research to improve data collection relevant to diversity and inclusion

Academic Affairs Forum

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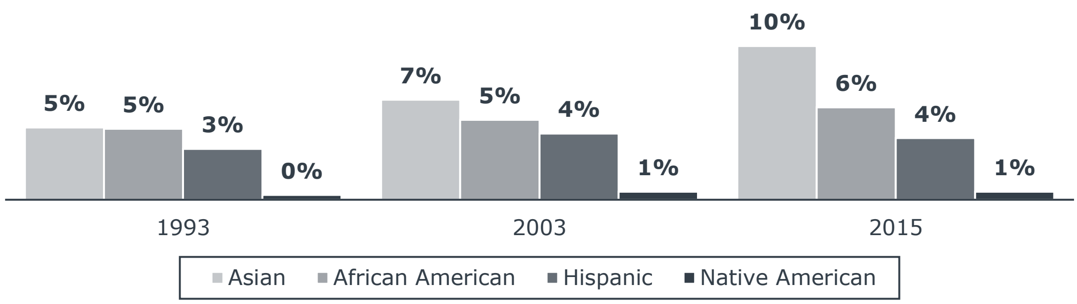
Executive Summary

Recruiting and Retaining a More Diverse Faculty

Despite decades of centrally led and externally funded initiatives designed to increase racial, ethnic, and gender diversity among college and university faculty members, most campuses have made little to no progress. As the chart below demonstrates, although the share of Asian American full-time faculty has increased markedly over the last 20 years, the share of African American, Hispanic, and Native American full-time faculty has remained relatively stagnant.[1]

Percentage of Full-Time Faculty by Race and Ethnicity, 1993-2015



Pressure from students and shifting demographics are driving a new urgency among academic leaders to prioritize both greater numerical representation of underrepresented groups among faculty and building a more inclusive environment for faculty, students, and staff. As interested students, alumni, and community members highlight often glaring disparities between faculty demographic profiles and those of an increasingly diverse student population, administrators can no longer simply point to a long-codified written commitment to diversity on campus. Growing political discord surrounding identity, immigration, and racial inequality is adding to this critical dialogue.

The decisions, processes, and preferences that truly impact diversity and inclusion occur at the departmental level—chairs, program heads, and faculty leaders must identify and remedy sources of bias within traditional recruitment, hiring, onboarding, and promotion practices. While many faculty members express enthusiasm for diversity and inclusion efforts on campus, still more struggle to understand their role in advancing the effort and resist the intrusion of central mandates into their duties. By approaching diversity and inclusion not merely as an idea, but as the result of more equitable and intentional practices under their direct control, academic units can begin to address the concrete biases hampering progress in recruiting and retaining underrepresented faculty members.

Defining Our Terms and Scope

At the direction of our members, we have focused our recommendations on the challenges associated with recruiting and retaining historically underrepresented groups, including racial and ethnic minorities and women in science, technology, engineering, and mathematics (STEM) fields. **Collectively we refer to these populations as underrepresented groups and will use the acronym URG throughout this publication.** While campuses and academic units have varying areas of opportunity with respect to faculty diversity and inclusion, the ideas and recommendations we have identified are intended to be universally applicable to addressing barriers facing underrepresented groups more broadly, including other populations such as LGBTQ+, veterans, etc.

1) For the remainder of this resource, Asian Americans are not included in URG because they are not statistically underrepresented in the faculty relative to their percentage of the population.

Source: Finkelstein M, Conley V, Schuster J, *Faculty Factor*, Baltimore, John Hopkins University Press, 2016, 74-75; National Center for Education Statistics; EAB interviews and analysis.

Analyzing Departmental and Unit Trends

Gather Qualitative and Quantitative Hiring and Advancement Data

Why It Matters

Often, departmental leaders have a limited sense of the specific challenges they face and think that individual departments cannot do anything independently to increase diversity. Having data on hand allows faculty to evaluate the success of existing practice and customize efforts to increase diversity and inclusion according to the specific needs of their discipline. Because the challenges associated with increasing faculty representation will be significantly different between disciplines, it is vital that departments have a say over any action plan and have data from their own unit.

Qualitative Feedback on Departmental and Campus Climate

Survey Results

Conduct surveys at set intervals, every 3–5 years, and track results by rank, tenure status, discipline, gender, and race/ethnicity.

- ☐ Faculty satisfaction survey
- ☐ Campus climate survey
- ☐ Exit interviews and/or surveys
- ☐ Collected departmental diversity initiatives (e.g., mentoring, outreach, pipeline programs)

Trends in Faculty Hiring and Advancement

Retention, Turnover, and Tenure and Promotion

Identify groups that may be taking longer to receive tenure or be promoted to full professor.

- ☐ Retention rates: average time in seat by race/ethnicity, gender, and rank
- ☐ Turnover rates: rate at which faculty leave institution through retirement, resignation, or nonrenewal
- ☐ Tenure rates by gender, race/ethnicity
- ☐ Promotion rates by rank, gender, race/ethnicity

Keep in mind that in small departments or those with few URG faculty, the small sample size will inflate percent change figures.

Unit Practices and Benchmarking

Past Search Review

Analyze departmental data on faculty hires, applicant pools, and faculty composition for the past 5–10 years.

- ☐ Percentages and numbers of applications for openings
- ☐ Campus interview offers
- ☐ Job offers
- ☐ Yield rates on offers
- ☐ Yield rates by recruitment initiative
- ☐ Percentages of current faculty by gender and race/ethnicity

The Survey of Earned Doctorates can be combined with data from the National Science Foundation and professional sites to benchmark against the pool of available PhDs.

Production of PhDs

- ☐ By discipline
- ☐ By Carnegie classification

Source: EAB interviews and analysis.

Creating Accountability and Tracking Success

Critical Roles for Deans, Chairs, and Faculty Members

1 — 2 — 3

1. Deans

Responsible for progress on increasing diversity within departments and ensuring that chairs and searches follow best practices.

- ☐ Expands hiring timelines when possible; allocates lines as early as possible so that search committees can extend their search
- ☐ Ensures that searches are as broad as possible disciplinarily to include subfields
- ☐ Makes institutional and departmental data available to search committees and chairs
- ☐ Appoints faculty to serve as equity advisors, receiving implicit bias training and delivering trainings tailored to their department
- ☐ Assigns one faculty or staff member to collect resources available for new faculty, especially diverse faculty, into a comprehensive, easily accessible resource
- ☐ Requires search committees submit search plans that outline desired criteria
- ☐ Oversees search committee composition and makes sure members know diversity is an institutional priority
- ☐ Strongly encourages all members of search committees to attend implicit bias training
- ☐ Reviews searches at key checkpoints to ensure pools remain diverse

2. Unit and Search Committee Chairs

Responsible for focusing faculty on diversity as departmental priority, collecting and using data, and facilitating inclusive discussions.

- ☐ Assigns one faculty member or administrator to source names of potential candidates from relevant publicly available sources
- ☐ Encourages faculty to keep track of promising candidates for future searches
- ☐ Creates opportunities for promising graduate students to visit campus and interact with faculty through research presentation or on-campus professional development
- ☐ Ensures each search committee has one faculty member assigned to focus the group on diversity
- ☐ Facilitates discussions in the department about increasing diversity and inclusion and solicits feedback
- ☐ Oversees search committee composition
- ☐ Ensures all committee members are aware of campus diversity and inclusion resources
- ☐ Reviews searches at key checkpoints to ensure pools remain diverse
- ☐ Participates in the search process for postdoctoral candidates; integrates postdocs into departmental culture

3. Faculty

Keep diversity and inclusion in mind during the search by building a diverse candidate pool and assessing candidates holistically.

- ☐ Create and maintain relationships with potential candidates at conferences; track potential candidates in a database for use in later searches
- ☐ Develop long-term recruiting relationships with diverse graduate programs
- ☐ Attend implicit bias training to prepare for searches
- ☐ Review campus diversity and inclusion resources ahead of interviews
- ☐ Determine and rank the search criteria that will be used to evaluate all candidates
- ☐ Offer videoconference or phone interviews to expand the number of candidates who have an opportunity to interact with faculty
- ☐ Integrate postdocs into departmental culture
- ☐ Commit to mentoring junior faculty and identifying junior faculty professional development needs

Source: EAB interviews and analysis.

Creating Accountability and Tracking Success (cont.)

1 — 2 — 3

1. Deans

Responsible for progress on increasing diversity within departments and ensuring that chairs and searches follow best practices.

- ☐ Organizes forward-looking hiring plans so that departments can recruit more strategically and allocates postdoctoral positions to departments with hiring need; engages departments in the postdoctoral search process
- ☐ Reviews tenure and promotion trends for disparities
- ☐ Examines opportunities for cross-departmental searches or cluster hires that can diversify the faculty

2. Unit and Search Committee Chairs

Responsible for focusing faculty on diversity as departmental priority, collecting and using data, facilitating inclusive discussions.

- ☐ Ensures all new faculty have a mentor network of faculty internal and external to the department; ensures senior faculty understand new faculty orientation needs
- ☐ Creates opportunities for faculty to learn about the "unwritten" tenure and promotion rules through networking opportunities, workshops, and applied professional development
- ☐ Continues to meet with tenured faculty for forward-looking reviews
- ☐ Ensures tenure and promotion procedures for cluster hires are clear and able to recognize and reward interdisciplinary work

3. Faculty

Keep diversity and inclusion in mind during the search by building a diverse candidate pool and assessing candidates holistically.

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Upstream Recruitment

Building the Pipeline Through Proactive Candidate Cultivation

SECTION 1

Faculty face many competing demands even before considering their responsibilities to recruit prospective colleagues. The decentralized, highly specialized nature of academic hiring also means that they do not benefit from the dedicated recruitment staff that organizations in the private sector leverage to diversify their hiring pools. One method to significantly ease the recruitment period is to prepare for line allocation with "upstream recruitment," or pipeline development and networking that occur before a position is even opened.

- Track Prospects from Conferences and Disciplinary Events
- Develop Referral Relationships
- Use Open-Access Resources to Identify Candidates
- Engage Prospects with Professional Development
- Stand Committees for Longer Hiring Timelines

Track Prospects from Conferences and Disciplinary Events

Leveraging the Potential Candidates Whom Faculty Have Already Met

Why It Matters

The typical job posting alone implies an (often incorrect) assumption that the best candidates will find their way to open job listings. The most successful institutions rely on active faculty networks to identify and create relationships with talented underrepresented candidates. When conducting field work, presenting research, or attending conferences, faculty make connections with high-potential future recruits from a wide array of institutions.

After returning from disciplinary events, faculty should collect and store promising prospects' information in a central location. Although this can be done at the department level, some institutions find it helpful to have a central administrator maintain the resource.

A number of conferences and professional development events (e.g., Institute for Teaching and Mentoring) attract diverse PhD candidates in particular. Faculty, especially those who were previously members of these organizations, should be incentivized to continue attending to network with prospective applicants there.

Information to Track

- Name:____
- Contact information:_______________________________________
- Institution:____
- Expected graduation date:__________________________________
- Advisor's name:____
- Field/Research interest area:_______________________________
- Conference or location of meeting:___________________________
- Title of conference presentation:____________________________
- Name of faculty member who made connection:_________________

Benefits to Tracking Prospective Candidates

Creating stronger relationships with prospective candidates earlier increases the likely yield

Database of prospects significantly eases future searches

Each prospect also provides a network of possible referrals

Source: EAB interviews and analysis.

Develop Referral Relationships

Cultivating a Long-Term, Fruitful Referral Source

Why It Matters

Under the strain of a short hiring timeline, outreach to colleagues for candidate recommendations can be superficial and largely one-sided. Notably diverse graduate programs such as those at minority-serving institutions may also be reticent to engage with programs with which they are unfamiliar. Dependable recruiting relationships between departments require time and resource investment from faculty, but they produce significantly stronger candidate recommendations than cursory and occasional outreach.

A Mutually Beneficial Relationship

- Visit the referring campus at least once a year
- Build relationships with graduate students and follow up as they progress through their PhD
- Meet with referring faculty; connect them with faculty at the home institution with shared research interests
- Ensure referring department also sees value in the relationship

Visits to Referring Departments

- Visiting faculty member speaks to undergraduate majors about graduate study:
  - Course of study
  - Areas of faculty research expertise
  - Funding opportunities
  - Admission process

> "Aggressive recruiting doesn't get you as far as you need. You can't just send out ads, you have to develop relationships with the people who are trusted most by the people you're trying to attract."
>
> *Director, Diversity Recruiting Program*
> *Large Research University*

Create a Network of Partner Schools

University of Michigan

Instead of pursuing unfocused connections with as many programs as possible, the Psychology Department at the University of Michigan ran a committee focused on developing deep, long-standing relationships with a small number of psychology departments at other institutions with high levels of diversity. Each member of the committee served as the primary contact for the referring department, visiting their campus to present on graduate school offerings at least once a year and building relationships with graduate students and faculty. The faculty member remained in contact with promising graduate students and solicited recommendations from faculty members at the referring institution when faculty lines became available.

Source: EAB interviews and analysis.

Use Open-Access Resources to Identify Candidates

Starting Faculty Searches with a More Comprehensive List of Candidates

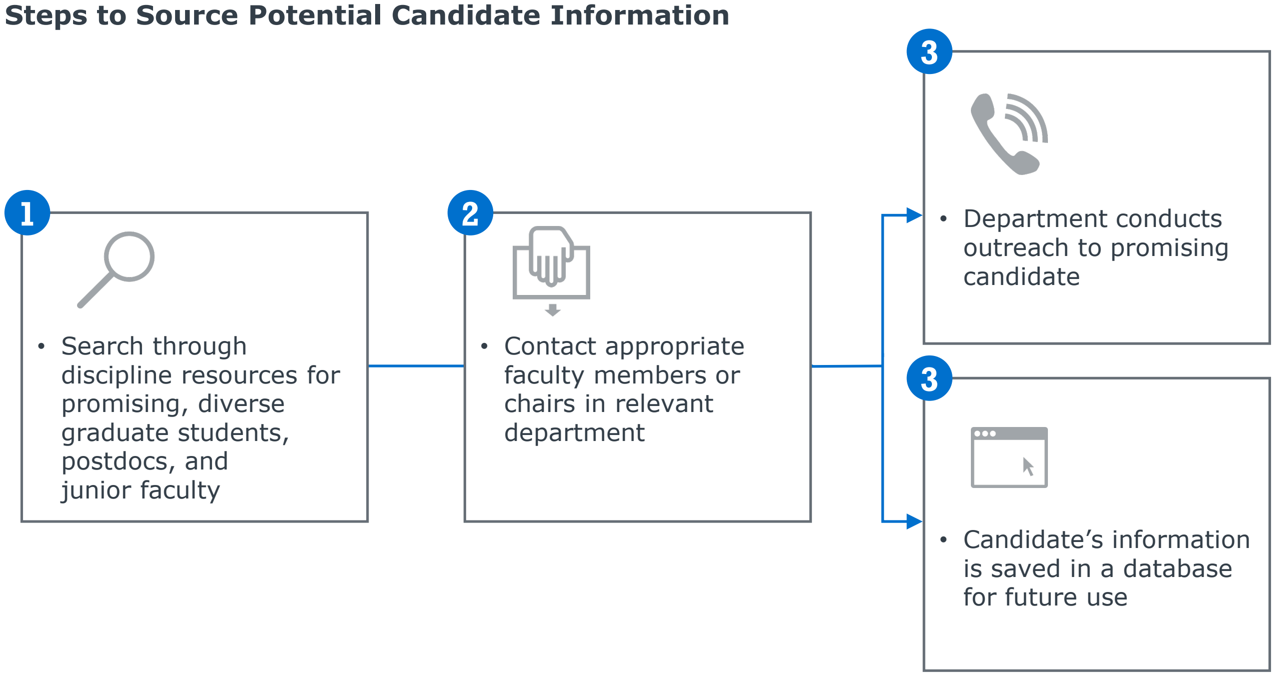
Why It Matters

One goal of any department undergoing a faculty search should be to get their job advertisement in front of as many high-quality candidates as possible. And while there are many publicly available sources (e.g., academic journals, conference proceedings, lists of grant awardees) through which candidates can be identified for later outreach, scouring for candidate names and information can be time-consuming. Enlisting administrative help can significantly increase the database of potential candidates without overburdening busy faculty.

Administrative Assistance Provides Search Committees with a Head Start

Some institutions have successfully leveraged the EEO office or the Office of Diversity and Inclusion to identify strong potential candidates for outreach. These staff scour publicly available, discipline-specific resources and build out a database of prospects for use in future searches. They can provide a list of strong candidates and data from disciplinary sites and the Survey of Earned Doctorates to help search committees begin and set a target for diverse outreach.

Steps to Source Potential Candidate Information



Possible Resources for Candidate Names

- Conference proceedings
- Academic journals
- Departmental websites
- Grant recipient lists
- Lists of postdocs and future faculty fellows

Source: EAB interviews and analysis.

Engage Prospects with Professional Development

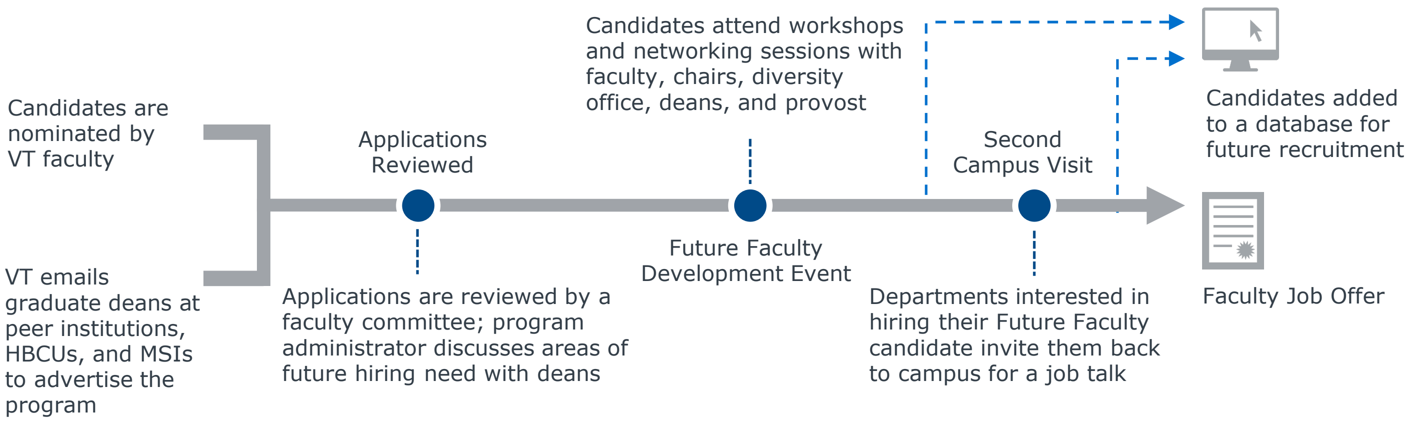
Build Meaningful Relationships with Promising Prospects in Advance of Search

Why It Matters

Graduate students who have had substantive interactions with a campus and its faculty are significantly stronger recruiting leads for search committees than those merely forwarded a sterile job advertisement. To this end, many universities have initiated on-campus events that give promising young scholars the opportunity to visit campus and have substantive interactions with faculty, such as presenting on research or learning about the career path into the professoriate.

Encourage Promising Candidates to Visit Campus and Engage with Faculty

Faculty at Virginia Polytechnic Institute and State University (Virginia Tech) who meet promising URG candidates at conferences or other disciplinary events are encouraged to nominate them to visit campus through the Future Faculty Development Program. The program, also advertised for external applications to graduate deans at peer institutions, HBCUs, and MSIs, is a three-day program for doctoral candidates and postdoctoral scholars to network with chairs, faculty, administrators, and each other. They attend workshops on issues such as diversity in higher education, the academic job search process, and job offer negotiation. Funded through the provost's office, the program cost for 12 participants is approximately $20,000, including participant travel.



The events demonstrate the department's interest in the candidate and foster meaningful relationships with promising candidates. Those departments interested in the candidate for future hiring are encouraged to invite the candidate back for a more formal job talk when students are on campus.

Approximately 12 candidates attend each year, and in the last hiring cycle, 4 of 12 were recruited into full-time tenure-track positions through target of opportunity hires. Due to the success of the program, they plan to increase participants in the program to 22 next year.

High Conversion Rates in One Year

12 Participants

4 Full-Time Hires

Personalized Outreach Can Dramatically Increase Applications

To increase the reach of the Future Faculty Development Program, the Assistant Provost created a list of 119 graduate deans at all departmental and institutional peers and aspirational peers, as well as those at HBCUs and MSIs. She then sent a personalized email to each one advising them of the program. In the first year after implementing this practice, applications increased by 100%.

Candidates accepted through external application have engaged previously disengaged departments. In one case, a hire made from an external application inspired a department that had never participated to submit nominations the following year.

Source: EAB interviews and analysis.

Engage Prospects with Professional Development (cont.)

Identify Candidates Who Align with Institutional Diversity Mission

SOUTHWESTERN UNIVERSITY

Although research presentations and professional development workshops are the most common attractions for advanced graduate students on recruiting campuses, some institutions have leveraged teaching and inclusive pedagogy trainings to attract students motivated by issues of diversity and inclusion. For example, Southwestern University has successfully leveraged an inclusive pedagogy workshop to attract doctoral students from the University of Texas-Austin to apply to their diversity-oriented postdoctoral program.

Southwestern University's 'Designing Inclusive Courses' Workshop

Day 1

4:00-5:30pm	**Borderlands Symposium** "Growing Up Chicana in South Texas"

Day 2

10:00-11:20am	**Designing an Inclusive Pedagogy Project** *Interactive session to plan inclusive course designs or redesigns*
11:30-12:30pm	Lunch provided
1:00-2:15pm	**Pedagogy Workshop**
2:30-3:30pm	**Reflections, Resources, and Next Steps** *Reflect on lessons learned, learn strategies to collaborate with one another, and plan next steps*

Source: EAB interviews and analysis.

Stand Committees for Longer Hiring Timelines

Longer Hiring Periods Create Expert Search Committees and Hiring Flexibility

Why It Matters

The typical academic hiring cycle constrains hiring committees to a very limited pool of those in a particular discipline who recently completed their doctorate or those more advanced faculty who recently reentered the market. Seeking out exceptional candidates and underrepresented candidates only limits this pool further. Although it requires a certain amount of funding flexibility, allocating lines to departments over a longer period of time (e.g., three years) can increase a department's ability to make an offer to diverse, outstanding candidates when they are identified and available.

Drawing from a Greater Pool

"If you're a search committee that wants to hire the top 5% or 2.5% in the field and you're seeing underrepresented groups that make up under 5%, now we've got a probability of 0.25% of hiring someone. Unless you generate an ad that gets at least 100-200 applicants you're not likely to find anybody."

Victoria Sork, Dean of Life Sciences
University of California, Los Angeles

University of Michigan Increases Hiring Horizon to Increase Diversity

In recent years, the University of Michigan's College of Engineering switched to a three-year hiring period and dedicated a standing hiring committee in an effort to diversify their faculty. Lines are allocated over a three-year period but revisited each year in case of a need for revision. The committee is now able to network and recruit year-round for multiple years, identifying promising candidates in the pipeline and building relationships with them early on.

Benefits to Extended Hiring Periods

- ✔ Increases the pool of consideration, decreasing pressure to find diverse candidate in a short period of time
- ✔ Allows committee members to develop expertise in the hiring and recruiting process
- ✔ Able to hire off-cycle (e.g., extend offers in both semesters)

Target of Opportunity Program (TOP) Hiring Increases Hiring Flexibility

The ability to forgo the national search process through TOP hiring gives departments the flexibility to hire talented faculty off-cycle. While some institutions have leveraged TOP hires effectively, most commonly for senior faculty hiring, these hires often carry a stigma for more junior faculty because they did not go through a national search. Institutions have had far more success offering bridge funding (e.g., temporary salary support) for targeted hires that lasts only until an existing line becomes available through retirement or turnover. Using incentive hires as a bridge increases the likelihood that the department is fully invested in the candidate.

- ✔ TOP hires must be strongly marketed as hires for excellence rather than solely for diversity, and candidates should go through a full interview process even if there is no national search.
- ✖ Hiring practices in which departments receive a second line in a search if it increases the diversity of the department can be easily gamed. This practice can also create a culture where URG candidates are treated as "second tier" faculty.

For additional strategies to alleviate the stigma associated with incentive hiring, see our section on conducting cross-departmental searches, page 50.

Source: EAB interviews and analysis.

EAB

Search Committee Preparation

Using Implicit Bias Training to Make the Search Process More Equitable

SECTION 2

Search committees are critical to building a sustainable culture of inclusion, a diverse faculty, and the pursuit of academic excellence. We found that most universities have no formal mechanisms to train committee members to conduct searches, let alone give members the tools to reduce bias and expand applicant pools. This often means that search committees, even with the best intentions, are unintentionally perpetuating underrepresentation. Successful institutions train faculty to use search and evaluation methods that limit bias and proactive recruiting and advertising practices through faculty-led seminars.

- Form and Inform the Search Committee
- Deliver Effective Implicit Bias Training
- Prepare to Answer Candidate Questions
- Offer Confidential Space for Candidate Questions

Form and Inform the Search Committee

Intentionally Selecting Committee Members and Developing a Search Plan

Why It Matters

Because implicit bias affects everyone and the hiring process has multiple stages that rely on subjective criteria, it is important to know when implicit bias is most likely to influence the process and to provide strategies and tools to avoid operating on it. By taking specific steps at the selection, preparation, and launching phases of the search, it is possible to reduce the impact of implicit bias on the search process.

Faculty searches are time-consuming, and finding within a set time period a candidate who is right for the department and who will hopefully be a colleague for decades can be daunting. Because the stakes can feel so high, committees tend to be risk-averse and lean toward self-replication. If committees do not build in points at which they will evaluate their pool's diversity, the likelihood of relying on implicit bias increases.

Designing an Inclusive Search Plan

- Select members of the search committee making sure they are committed to diversity and inclusion
- Briefly outline why each member was chosen

- Schedule first meeting to set agenda and goals
- Agree how final decisions will be made, e.g., by voting, consensus, the dean
- Select member of the committee to prompt use of tactics to reduce bias during the search

- Attend implicit bias workshop
- Be aware of campus resources for diverse candidates

- Agree on overall search plan, including:
  – Use of blind reviews
  – Research and teaching priorities
  – Outreach and recruiting plan
  – Job ad language
  – Assessment questions
  – Desired qualifications
  – **Pool diversity target and data on available pipeline**

- Finalize search plan and job posting
- If using workflow system (recommended) upload criteria and categories

Selection → **Preparation** → **Setting the Course** → **Launch Search**

If departments include someone to advocate for diversity on the committee, it is important not to assume faculty from underrepresented groups want this role. Rather it should be voluntary and also open to majority faculty who are committed to diversity and inclusion and looking for ways to participate.

Source: EAB interviews analysis.

Deliver Effective Implicit Bias Training

Using Faculty-Led Workshops to Tailor Implicit Bias Efforts to the Department

Why It Matters

Implicit bias training is an important tool to help ensure equitable search practices, but there are many misconceptions about its intent and deployment. To make implicit bias training relevant to faculty, it should be led by other faculty and tailored to the unique needs of hiring committees.

The first challenge universities face in advancing efforts to recruit underrepresented faculty is that of educating the institution's current faculty about why diversity enhances the academic mission, what role faculty play in changing their departments, and how implicit bias can impede goals to diversify. Faculty listen to other faculty and respond most favorably when engaged with one another in an academic format. Faculty will be more receptive to ideas they may otherwise dismiss as unnecessary administrative mandates or merely political if they learn about them through senior colleagues whom they already respect. Furthermore, many universities have found that active participation in a workshop or seminar-style discussion is far more effective than simply reading guidelines set out by human resources or the Office of Equity and Inclusion.

Why can implicit bias training be so divisive?

- It is sometimes conflated with earlier types of diversity training, which were conducted with an aim to change people's beliefs and avoid lawsuits. These methods were ineffective and often elicited defensive behavior.[1]
- Effective implicit bias training, on the other hand, is more likely to generate buy-in as it uses interactive activities to identify and provide strategies to avoid behaviors that perpetuate underrepresentation. Keep in mind there may always be some who do not see diversity as a priority.

What will make implicit bias training more effective?

- ✔ Using empirical evidence and data
- ✔ Senior faculty leaders
- ✔ Employing examples from similar departments and institutions
- ✔ Activities relevant to tasks faculty actually perform during a search

At progressive institutions, implicit bias and search committee trainings are led by senior faculty members from each division who are appointed by the dean and receive training. These faculty, often called advisors or equity advisors, have disciplinary knowledge that speaks to the needs of individual fields and attend regular meetings with the dean.

Senior Faculty Advisors on Diversity and Inclusion

- Provide training on implicit bias and equitable search practices for committee members as well as help expand job ad language in ways that reflect departmental and university policy
- Give advice during the search process as questions arise
- Often receive additional stipends and/or course releases for period of appointment

1) Dobbin F and Kalev A, "Why Diversity Programs Fail."

Sources: Dobbin F and Kalev A, "Why Diversity Programs Fail," *Harvard Business Review*, July-August, 2016, 52-60; EAB interviews and analysis.

Prepare to Answer Candidate Questions

Educating Interviewers on Cross-Campus Resources for New Faculty

Why It Matters

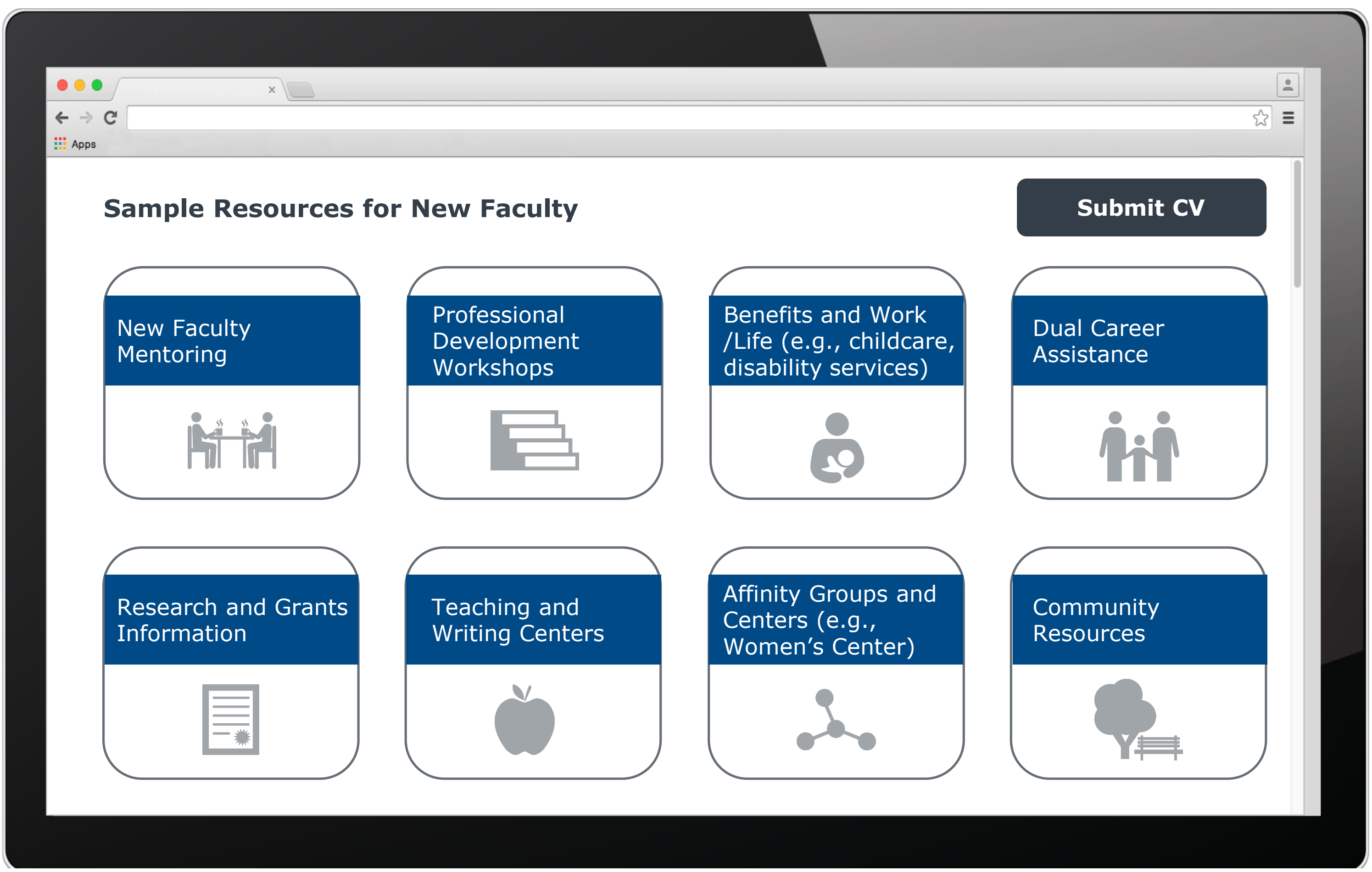
Faculty are often unprepared to answer candidates' questions about their climate, values, and what resources are available to faculty from historically underrepresented groups. The inability to answer candidate questions regarding diversity and inclusion can be an important factor for URG candidates in deciding which university's offer to accept.

Surfacing Cross-Campus Resources

Metropolitan State University of Denver

Information on resources for new faculty, especially URG faculty, can be compiled centrally by staff in the office of the provost or diversity and inclusion to ease the burden on recruiting faculty and increase the range of resources identified, many of which may be located in dispersed offices. This information should be easily accessible online to recruiting faculty and also prospective candidates.

On their "Stealth Recruitment Portal," Metropolitan State University of Denver includes a variety of information on topics such as life in Denver, the university's commitment to diversity, and faculty learning communities. Notably, it also contains a portal to submit résumés for future consideration regardless of existing open lines, allowing deans to quickly identify opportunities for the use of Target of Opportunity hires.



Sources: "Welcome to MSU Denver," Metropolitan State University of Denver, http://www.msudenver.edu/employingdiversity; EAB interviews and analysis.

Offer Confidential Space for Candidate Questions

Avoid Search Bias by Pointing Work/Life Questions to a Confidential Advisor

Why It Matters

All candidates have questions about life working for a possible future employer, but not all feel comfortable posing these to the faculty member interviewing them for the position. As the interviewer can influence the ultimate hiring decisions, candidates are wary to inquire about issues that might disadvantage them or bias the interviewer's decision, such as childcare, extended tenure timelines, or dual career hires. Candidates should have an opportunity to confidentially inquire about work/life issues outside of the formal interviewing process.

Fears that impede candidates from asking questions about work/life balance in faculty interviews are not unfounded. One recent study showed that female faculty candidates revealed to have male partners in the interview process were at a disadvantage in searches as committees considered them less likely to move if an offer were to be extended.[1] And yet, institutions are more likely to recruit strong faculty candidates if those candidates are able to get answers to the questions they have about life on campus.

To ensure that faculty candidates have an opportunity to ask their possibly sensitive questions about life as a future faculty member, Virginia Tech offers each candidate a confidential thirty-minute session with a Work/Life Liaison trained to answer questions about work/life policies. These liaisons are not part of the search committee and will not report back to search committee members on any concerns raised.

Give Candidates an Opportunity to Freely Ask Sensitive Questions

VIRGINIA TECH

Input in Hiring Decision

- Search committee faculty
- Department chair
- Graduate students
- College dean

+

No Input in Hiring Decision

Work/Life Liaison

Sample Questions for Work/Life Liaison

Are there opportunities for my spouse here?

What type of community is there here for LGBT faculty?

How would choosing to stop my tenure clock affect my progress here?

What childcare options are available in the area?

So that the Work/Life Liaison has some disciplinary familiarity, liaisons are nominated by the dean to conduct these meetings for all searches within their college. Some liaisons receive a course release and, depending on the college, may serve multiple terms or turn over every year. The liaisons are trained on work/life policies through monthly presentations on topics of interest and meet regularly with other liaisons and members of the campus community to help respond to candidate questions they may not know the answer to. As a result of this personal interaction, liaisons often become informal mentors for candidates eventually hired into the faculty ranks.

1) Rivera L, "When Two Bodies Are (Not) a Problem: Gender and Relationship Status in Academic Hiring."

Sources: Rivera L, "When Two Bodies Are (Not) a Problem: Gender and Relationship Status in Academic Hiring," *American Sociological Review*, 82, no. 6, (2017); Jaschik S, "But Will Her Husband Move?" Inside Higher Ed; EAB interviews and analysis.

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Job Ad Composition

Recruiting Intentionally for Historically Underrepresented Candidates

SECTION 3

Most search committees realize that the job ad is an important opportunity to communicate departmental need, highlight the strengths of the university, and capture the widest possible pool of applicants. However, most job ads fail to leverage these opportunities by using overly specific disciplinary requirements and relying on a templatized equal opportunity statement. Use the strategies below to make job ads more inclusive.

- Craft an Inclusive Job Ad
- Design Effective Diversity Statements

Craft an Inclusive Job Ad

Positioning the Job, Department, and Institution to Attract More URG Applicants

Why It Matters

The language in the job ad primarily explains the open position; however, it is also an important element of the recruiting process and is candidates’ first exposure to the department and institution. If the ad does not represent the institution’s mission for an inclusive campus and describe the position as broadly as possible, it will be more difficult to attract as many different types of qualified applicants as possible.

Assistant Professor in Plant Diversity and Evolution
Life Sciences, Ecology and Evolutionary Biology

The University of California, Los Angeles in California

How to Apply

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution…. Qualified candidates must have a Ph.D. in a related field of biological sciences. **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden….

As a campus with a **continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring under-represented demographics in the sciences**. The University of California is an Equal Opportunity/Affirmative Action Employer.

There are many **opportunities for collaboration across a broad group of partners on and off campus**, including the UC NRS Stunt Ranch Reserve and White Mountains Research Center, the UCLA La Kretz Center for California Conservation Science….”

- Curriculum Vitae
- Cover Letter—**Individuals with a history of mentoring students under-represented in the sciences**
- Statement of Research
- Statement of Teaching (optional)
- Statement of Contributions to Diversity—**Summary of ongoing and anticipated activities to promote gender and racial diversity**

The Position

It is important to solicit a broadly trained scholar in the desired field because narrowing the language used in a job ad will not only narrow the search, but also the candidate pool, usually at the expense of women and historically underrepresented groups. **In cases when departments *do* need to fill a narrow departmental gap**, they can still communicate a culture that seeks to include underrepresented groups by explicitly stating as much in the following sections.

The Department

Referencing both the diverse student body and an additional qualification or skill demonstrating commitment to diversity and inclusion, in this case, mentoring within the field, indicates a departmental priority to create a more welcoming workplace and campus. It also acknowledges the importance of taking student success into account in faculty hiring.

The Institution

Highlighting opportunities for interdisciplinary collaboration on campus and in the community, as does the language describing the position, is likely to attract more diverse candidates and in particular more female applicants, especially in STEM fields.

Applicant Materials

Soliciting an explicit statement about either working with URM students or a commitment to inclusion and diversity can be an important prompt to start a thoughtful conversation with applicants about how they will contribute to departmental goals and set expectations about inclusive teaching and learning.

Sources: Ad excerpted from “Assistant Professor in Plant Diversity and Evolution,” University of California, Los Angeles, https://recruit.apo.ucla.edu/apply/JPF01858; EAB interviews and analysis.

Craft an Inclusive Job Ad (cont.)

Assistant Professor in Russian History
College of Arts and Sciences

Marcus College[1]

How to Apply

The Department of History at Marcus College seeks to make a tenure-track appointment at the rank of assistant professor in Russian history. The department welcomes all **areas and periods of specialization** and expects the successful candidate to be a committed and imaginative scholar with a Ph.D. in hand or expected by September. The successful candidate will offer courses from the medieval through the post-Soviet period which engage the fact that **Russian history encompasses a vast geographic area across Eurasia**. The History Department has **demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups** as well as individuals who have **experience in working with diverse student populations**.[1]

The faculty member will teach undergraduate and graduate courses. The faculty member will have the opportunity to interact with faculty across campus. To be considered for this position, all degree requirements for Ph.D. or equivalent degree with the exception of the dissertation are required at the time of application. **The College is also committed to addressing the family needs of faculty, including dual career couples and single parent. For more information about relocation to Marcus City or career needs of accompanying partners and spouses, please visit our website.**[2]

Marcus College is an equal opportunity employer. **Beyond meeting fully its legal obligations for nondiscrimination, the College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.**[3]

Applicants must send a detailed résumé and cover letter, a statement of teaching interests, a statement of research interests, and at least two publications. As part of the cover letter, we invite candidates to **describe their experiences engaging a diverse student body**.

The Position

Similar to the ad above, this ad solicits a broadly trained scholar in the desired field, but it also indicates interest in a scholar working in a relatively new subdiscipline. Newer subfields tend to attract more female and URM candidates.

The Department

Indicates that diversity is a departmental priority and emphasizes additional experience demonstrating commitment to diversity and inclusion.

The Institution

Further, an explicit statement acknowledging various familial circumstances that may impact career choices encourages candidates who may have otherwise self-selected out of applying. And while dual career concerns can be a barrier to all potential candidates, women are more likely than men to have spouses in the academy, creating an additional obstacle.

Moving beyond a boilerplate equal opportunity statement and including a crafted statement indicating an institutional commitment to establishing a culturally and intellectually diverse academic community is a good way to signal what type of culture the institution seeks to foster.

Applicant Materials

Rather than asking for a separate statement on diversity, an effective way to address inclusion is also to include it in one of the other required statements.

1) Adapted from Williams College
2) Adapted from University of California, Berkeley
3) Adapted from Williams College

Sources: "Assistant Professor – Materials Science and Engineering – College of Engineering," University of California, Berkeley, https://aprecruit.berkeley.edu/apply/JPF01565; "Tenure-Track Assistant Professor in Russian History," Williams College, https://employment.williams.edu/faculty-positions/history-6/; EAB interviews and analysis.

Design Effective Diversity Statements

Identifying Candidates who Align with Strategic Diversity and Inclusion Goals

Why It Matters

The typical faculty job application allows candidates to demonstrate strengths in research and teaching; however, it offers little opportunity to showcase dedication to institutional strategic goals such as diversity. The diversity statement, or statement of contributions to diversity, allows search committees to prioritize candidates with significant dedication to diversity efforts alongside excellence in research and teaching.

A diversity statement is a valuable tool to help attract candidates who want to build an inclusive work environment. The inclusion of a diversity statement requirement also signals to candidates that dedication to diversity and inclusion will be one of the factors in the hiring decision. Committees should also clarify before the search how the statements will be evaluated. For example, is the department looking for a dedication to teaching students from underrepresented backgrounds or social justice-oriented research? These criteria should be explicit in the job advertisement. Alternatively, if a diversity statement is not feasible, search committees can choose to ask similar questions during the interview stage.

What Experience and Skills Does the Committee Prioritize?

Teaching

- Is the department seeking candidates with expertise in inclusive pedagogy?
- Experience working with, or in mentoring, underserved or minority undergraduate students?
- Mentoring female graduate students in STEM?
- African American success in graduate school?

Research

- Is the department seeking candidates whose research focuses on gender or critical race theory?
- Expanding public health access to low-income neighborhoods?
- Economic models that alleviate poverty?
- Helping to establish research centers on campus?

Outreach

- Is the department interested in candidates with experience in K-12 outreach?
- Developing partnerships with community organizations?
- Building pipeline programs with local school systems?

Keep in Mind

Diversity statements can be misunderstood as a way to filter out majority candidates, rather than as a way to build a culture that welcomes different groups of people and experiences.

- To avoid this misunderstanding, it is important to explain the use and purpose of diversity statements to faculty and invite them to collaborate on their design.
- Most institutions experience less faculty pushback when standalone statements are voluntary.
- Do not expect every candidate from an underrepresented group to have experience in diversity-related research or outreach. Expanding the diversity of a department and building an inclusive department are related but distinct goals.

Sources: "Tips for Assessing Diversity Statements," University of Washington Office for Faculty Advancement; "Searching for Excellence," University of California, Los Angeles Faculty Search Committee Resources; EAB interviews and analysis.

EAB

Pre-Tenure Track Appointments

Leveraging Postdoctoral Programs to Recruit High-Potential, Diverse Talent

SECTION 4

Postdoctoral programs are often a missed opportunity for departments to recruit exceptional URG scholars. The search and hiring process rarely involves faculty or rigorous screening, making faculty skeptical about the qualifications of fellows for tenure-track jobs. Further, most postdocs are siloed away from departmental culture and not viewed as colleagues. While not every postdoc program is designed to recruit future faculty, particularly in the natural sciences, there are many ways to design programs to be more likely to identify and develop scholars who will be a good fit for the institution.

- Analyze Future Hiring Needs
- Departmental Participation in Postdoctoral Searches
- Create Hiring Pathways in the Natural Sciences
- Integrate Postdocs into Departmental Culture
- Engage Alumni to Create Mentorship Networks

Analyze Future Hiring Needs

Coordinating Postdoctoral Positions with Departmental Openings

Why It Matters

Postdoctoral appointments can be an excellent opportunity for existing faculty to meet and work with exceptional URG candidates whom they may not have considered otherwise. However, most programs are not designed as faculty recruitment tools. The typical approach may garner excellent candidates, but it is unlikely to result in conversion to tenure-track positions because the postdoctoral appointment process is rarely informed by the future hiring need of departments. If the typical approach is followed, there will likely be no tenure-track lines available upon completion of the fellowship, and promising candidates will take positions elsewhere.

The postdoctoral programs at the University of North Carolina at Chapel Hill and the University of Maryland, Baltimore County both take future hiring needs of departments into account when determining where postdocs searches will be held. Although this requires some hiring flexibility, both programs have resulted in the development of a significant pipeline of promising scholars. Both postdoc programs are specifically targeted at developing young faculty of color and report significantly more buy-in from existing faculty to diversity-targeted initiatives at this level of hiring than there might be at the tenure-track level.

Moreover, postdoctoral appointments allow departments to fill positions as a bridge in anticipation of future need and future retirements, avoiding lapses in between attrition and the identification of a replacement candidate. Faculty may also be less risk-averse to hiring candidates with innovative research or who do not come through personal networks, particularly URG candidates.

Strategically Align Postdoctoral Appointments with Faculty Lines

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

The Carolina Postdoctoral Fellowship for Faculty Diversity at the University of North Carolina, Chapel Hill

- Academic departments work with the postdoc office to craft job descriptions to ensure that the position reflects departmental hiring needs, taking into account both future retirements and research focus
- **50%** of program participants have been hired as tenure-track faculty since 2006

UMBC AN HONORS UNIVERSITY IN MARYLAND

The Postdoctoral Fellowship for Faculty Diversity at the University of Maryland, Baltimore County (UMBC)

- The dean of the college assesses departmental readiness (e.g., programmatic fit, availability of faculty lines) to increase the likelihood a postdoctoral scholar will be considered for a tenure-track position (see page 31 "Dean Evaluates Department Submissions" for more information on departmental readiness)
- **50%** of fellows hired as tenure-track faculty at UMBC since the program's establishment in 2011

Advantages of Aligning Postdoctoral Appointments with Hiring Need

- Fosters faculty investment in the outcome and selection of candidates
- Improves chances that postdoc will be hired as tenure-track faculty member
- Departments don't lose excellent candidates because there was no open line at fellowship end

Source: EAB interviews and analysis.

Analyze Future Hiring Needs (cont.)

Case Study: UMBC's Hiring Need Prioritization Exercise

Departments in the College of Arts, Humanities, and Social Sciences (CAHSS) at the University of Maryland, Baltimore County (UMBC) must relate their evaluation of postdoctoral applicants to five-year, strategic hiring plans previously submitted to the dean. The dean then evaluates postdoc applications against the summative priority hiring list he has created for the entire college over the next five years, ensuring that postdoctoral appointments are aligned with university hiring intentions.

Measuring Against Impending Retirements and Desired Growth

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In 2016 the Dean of CAHSS at UMBC required each department to submit two hypothetical hiring plans for the next five years that outlined their research and curricular goals and how these related to university-level goals. In one plan they would keep constant their existing number of faculty, and in the other they would increase their faculty number by one. The dean then prioritized each proposed hire (both the replacement of retiring faculty and new hires) against the following interests using the following metrics:

Advance research in areas of interest to the university and college strategic plan

- High-profile and/or collaborative publications and grants
- Collaborations and impacts beyond the university/outside academe

Increase the capacity for undergraduate and graduate enrollment growth

- Ratio of undergraduate and graduate majors to tenure-track faculty
- Ratio of student credit hours to full-time faculty
- Change in the above ratios over time

Stabilize programs where retirements threaten critical faculty mass or where visiting faculty or excessive reliance on adjunct faculty have been long-time stopgaps.

EAB Example: Dean-Level Hiring Plan Prioritization

While the framework below is based on UMBC's strategic hiring plan, the departments and details have been changed.

First Priority Line Replacement

Department	Discipline, Rank, and Defense
Economics	Finance, marketing/advertising; associate professor; retirement expected in 2018
Public Health	Health policy, health and social justice; assistant professor; resignation in 2015

First Priority New Hires

Department	Discipline, Rank, and Defense
History	European history; lecturer; with 60 majors and 12 TT faculty, history is challenged to grow its undergraduate offerings
Sociology	Media Studies; full professor; with 45 majors (up from 30 in 2010) and only 11 TT faculty, sociology cannot grow its master's program, which has shown strong student demand

Second Priority Line Replacement

Department	Discipline, Rank, and Defense
Dance	Movement for actors and modern theory; lecturer; expected retirement in 2020
Education	Literacy and composition; clinical faculty; retirement in 2016

Second Priority New Hires

Department	Discipline, Rank, and Defense
Architecture	Sustainable design; lecturer; interdisciplinary curricular growth with environmental studies
Psychology	Early development; assistant faculty; with 40 majors and 8 TT faculty, we have over-relied on 4 PT faculty for five years

Source: EAB interviews and analysis.

Ensure Departmental Participation in Postdoctoral Searches

Increasing Faculty Investment in Postdoctoral Scholars

Why It Matters

The typical postdoctoral application process is significantly less intensive than a traditional faculty search. Moreover, the department as a whole does not participate in the postdoc's selection and therefore postdocs are not seen as viable or exciting junior faculty candidates. In order to make a postdoctoral program a competitive recruitment pipeline, institutions must further engage departmental faculty. (*See page 32 for an example in the natural sciences.*)

The Carolina Postdoctoral Program for Faculty Diversity (CPPFD) at the University of North Carolina, Chapel Hill has adapted their long-standing program to further involve departments in the search process to ensure that they are both invested in the success of the fellows and that fellows being selected will be likely to be viewed as potential colleagues, rather than visiting scholars not up for consideration as ladder-track faculty.

Faculty Search Committees Select Candidates

Open competition, a faculty voice, and a robust review system have made securing a postdoc fellow desirable.

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Focused Search

Call for Applicants Targets Departments

- Departments searching for postdoc fellows are chosen before the search begins, in coordination with the dean, and have a demonstrated desire to host a fellow
- Departments work closely with the postdoc office to craft job descriptions, ensuring that they align with department research interests and need
- Targeted specifically at racial and ethnic minority scholars

Search Committees

Search Process Mirrors Faculty Search

- Departments set up search committees, in coordination with diversity liaisons from the postdoc office, to evaluate candidates
- Candidates evaluated not only on postdoctoral program criteria but on likelihood of becoming future members of the department
- Skype and phone interviews, rather than only reviewing CVs and dossiers, ensure that candidates are well matched with the department and in line with faculty search practices

Departmental Investment

Departments Commit Resources

- Departments commit $8,000 toward the postdoctoral salary during the fellowship period
- Only five to six fellows accepted a year, making the program very competitive
- Departments provide a detailed mentoring plan to onboard new fellows and ensure integration into departmental culture
- Postdocs are given UNC-specific tenure guidance
- Postdoctoral lines are paired with Target of Opportunity hires to facilitate easier conversion to tenure-track line if departments want to ensure that fellows will stay after the program ends; funds end after four years and unit assumes full support

CPPFD Hiring Success

- 50% internal hiring rate since 2006
- 54 direct hires from program since beginning
- CPPFD alumni are now faculty at 46 colleges and universities

Sources: Sibby Anderson-Thompkins, Director, Office of Postdoctoral Affairs and Special Assistant to the Vice Chancellor for Research, University of North Carolina at Chapel Hill; Taffye Benson Clayton, Associate Provost and Vice President for Inclusion and Diversity, Auburn University, previously of University of North Carolina at Chapel Hill; EAB interviews and analysis.

Ensure Departmental Participation in Postdoctoral Searches (cont.)

The University of Maryland, Baltimore County (UMBC) Postdoctoral Fellowship for Faculty Diversity set up a program similar to the Carolina Postdoctoral Program for Faculty Diversity but it did not have as much departmental involvement in searches and was not attracting as many competitive candidates as they would like. In response, UMBC involved departments in recruiting scholars to their department rather than solely relying on the provost's office to solicit applications. The change more than quadrupled applications and markedly improved the rate of conversion from postdoc to tenure-track faculty.

Rigorous Review Process for Postdocs

UMBC
AN HONORS UNIVERSITY IN MARYLAND

National Open Search

Call for Applicants Targets Wide Array of Scholars

- Call for fellows across departments and colleges
- Supports emerging scholars in fields that have not traditionally had postdocs, such as the humanities and social sciences
- Targeted to broaden the intellectual diversity of departments
- Process often reveals innovative scholars who would have self-selected out of more narrow search parameters

Departments Review Applications

Applications Are Divided by Field

- Departments look at applications, and if they find desirable candidates, submit evaluations
- Evaluation includes scholarly prospects of candidate, availability of mentor, department commitment to integrate the fellow, explanation of how applicant will contribute to department specific diversity goals
- Departments can submit up to three ranked candidates to the dean

Endorsed Applications Passed to Dean

Dean Evaluates Department Submissions

- Dean evaluates candidates and departmental readiness to accept fellow, including:
  - Candidates' scholarly promise
  - Potential to add to the diversity and inclusive excellence of the UMBC community
  - Department's or program's plan for mentoring and supporting the candidate
  - Programmatic fit
  - Possibility of future tenure-track hires in the department or program *(see page 29 for information on UMBC's five-year hiring plans)*
- Dean sends applications to an executive committee that selects finalists and conducts interviews
- After interviews, the department sends a memo assessing strengths and weaknesses of candidates
- Dean also submits recommendations to the executive committee, which makes final hiring decisions

When UMBC switched from provost's office-led searches to department-led searches:

- Applications went from 61 to 255 in one year
- All three fellows in the cohort after this change were converted to tenure-track appointments
- Fellows are eligible for conversion to tenure-track faculty via further interview and job talk

Source: EAB interviews and analysis.

Create Hiring Pathways in the Natural Sciences

Moving Beyond a Traditional Postdoctoral Program in the Natural Sciences

Why It Matters

Because the natural sciences has a long tradition of postdoctoral appointments in which scholars work on their mentors' projects, the postdoctoral model developed to recruit URG candidates at the top of their fields in the arts, humanities, and social sciences does not translate easily into the culture of the bench sciences. Creating other ways to find, recruit, and hire top talent while prioritizing diversity and inclusion is critical to building high-performing departments; therefore, units should be able to develop their own pre-professoriate fellowship structures.

The College of Natural and Mathematical Sciences at the University of Maryland, Baltimore County (UMBC) adapted the typical postdoctoral model from the field of arts, humanities, and social sciences and introduced it into the departments of biology and chemistry as a "Pre-Professoriate Fellowship." Fellows are recruited through a traditional faculty search with an explicit understanding that the two-year position will prepare them for a possible tenure-track appointment at UMBC.

Funding Structure and Department Commitment

Funding for the Pre-Professoriate comes from existing lines. When senior faculty retire, the dean maintains the line at the same level but uses the salary difference between a $50,000 starting salary and senior salary to fund the other aspects of the fellowship, including lab supplies and conference costs. Additionally, the senior faculty member who serves as mentor receives $10,000 as an incentive to participate and dedicate time to ensure that the fellow is integrated into the department and able to pursue independent research. **There is no additional cost to the department** or the college, but the faculty fellowship meets a dual strategic priority in filling a research need and promoting diversity and inclusive excellence in the profession.

Natural Sciences Pre-Professoriate Fellowship

College of Natural and Mathematical Sciences, UMBC

UMBC
AN HONORS UNIVERSITY IN MARYLAND

Fellowship Details

The fellows receive:

- Two-year appointment to the position of **Research Assistant Professor**
- Fellow pursues his or her own research
- $5,000 for conference travel and preparation
- $5,000 in instrument services
- $10,000 seed money for supplies and office
- Research and teaching mentorship
- Fellows can be converted to ladder faculty at the end of the fellowship tenure with departmental endorsement

Natural Sciences Pre-Professoriate Fellowship College of Natural and Mathematical Sciences

UMBC

How to Apply

"The purpose of the fellowship is to support promising scholars who are **committed to diversity in academia and prepare them for a possible tenure track appointment at UMBC**.

The Department welcomes applications from candidates with **research and teaching interests in all areas of Chemistry or Biochemistry, and with diverse experiences, including candidates from industry, academia, or government laboratories**. We are particularly interested in receiving applications from individuals who are members of groups that historically have been underrepresented in the STEM professoriate."

Explicit commitment to diversity and inclusive excellence and an open specialty search across the department make it more likely that the position will attract a broad pool of candidates interested in fostering an inclusive and diverse workplace.

Sources: "Natural Sciences Pre-Professoriate Fellowship: Chemistry and Biochemistry," UMBC Faculty Diversity, https://facultydiversity.umbc.edu/natural-sciences-pre-professoriate-fellowship-chemistry-and-biochemistry; EAB interviews and analysis.

Integrate Postdocs into Departmental Culture

Creating Opportunities for Collaboration, Presentation, and Development

Why It Matters

While there can be rigorous vetting procedures for fellows, it is less often the case that departments have to demonstrate a commitment to a fellow's success. Postdocs are obviously more successful with departmental support in the form of mentors and professional development opportunities, but programs that introduce faculty to their postdocs as potential future peers and get them invested in their success are also more likely to convert postdocs into tenure-track faculty members.

Engage Postdoctoral Fellows as Peers

The types of opportunities available to postdocs will vary widely by department and institution size, but departments should ensure that fellows receive some sort of professional development that will allow them to showcase their work and potential as future colleagues.

Research

Provide opportunities for fellows to present their research to the department and other centers on campus

Teaching

Connect fellows with a teaching mentor in the department to design courses and share strategies for the classroom

Mentoring

Ensure that a formalized mentoring plan is in place and that mentors are invested in their fellows, not simply assigned by the chair

Department Events

Invite fellows to departmental events and meetings

Further Considerations for Departments

- Select postdocs whose research interests are compatible, but not overlapping, with current faculty
- Consider future hiring needs of the department
- Chair should communicate with departmental faculty interest in fellow beyond the postdoctoral fellowship and explain rationale so department members do not dismiss the fellow as a candidate unsuitable for a tenure-track position

Source: EAB interviews and analysis.

Engage Alumni to Create Mentorship Networks

Drawing on Former Participants for Applicant Nominations and Mentoring

Why It Matters

In typical postdoctoral programs, once a scholar has completed a fellowship he or she rarely hears from the host institution, except for later fundraising drives and events. However, successful past recipients have experience that can be very valuable for current postdocs and can also serve as excellent referral sources for new postdoc candidates.

The University of North Carolina at Chapel Hill maintains relationships with postdoc alumni to leverage as a mentorship network for their current postdocs. Even if faculty were not hired on at UNC-Chapel Hill, they will have students at other institutions who could be future participants and potential colleagues. In addition to advertising the program at their home institutions, the former participants mentor current fellows and help them navigate their early career paths. Given that many URG faculty are often isolated in their home departments, a network of fellows can provide a sense of community and a resource.

Alumni Serve as Mentors, Collaborators, and Recruitment Source

A fellowship alumnus gave me valuable advice on navigating the tenure track

I co-authored a research paper with a fellowship alumnus while I was a postdoc

An alumnus connected me with an expert at her institution with the same research interests as me

I applied for the postdoc position at the recommendation of a previous fellow

Source: EAB research and analysis.

EAB

Applicant Evaluation

Identify Opportunities to More Equitably Evaluate Faculty Candidates

SECTION 5

In academic recruiting, the evaluation of prospective faculty candidates is likely the area in which there is the most opportunity for implicit bias to make an impact on faculty decisions. Some elements of hiring are inherently subjective, but there are methods to increase the equity of application evaluation and interview experiences, tactics to increase the diversity of candidates interviewed on campus, and best practices to ensure that equitable processes are implemented in all decentralized search committees.

- Define Evaluation Criteria
- Elevate Diversity Statement in the Review Process
- Monitor Pool Diversity
- Expand Interview Opportunities

Define Evaluation Criteria

Guarantee Search Committee Members Are Seeking the Same Candidate

Why It Matters

To ensure that evaluators are assessing candidates equitably, they must come to consensus about the five to ten criteria that will be used in the search before reading applications. These criteria must be more specific than merely "research" and "teaching." Without agreement before the search begins, it is common for search committees to subconsciously adjust their evaluation of candidates to recreate the existing demographics of the department.

Initially, faculty should review applications and evaluate candidates individually before meeting as a group. This allows for a freer expression of opinions, particularly from junior faculty who may feel pressured to conform to senior scholars' views in person. Additionally, consider asking applicants to remove identifying information from research submissions and then evaluate them in a so-called blind review. One recent study found that without these blinded reviews the most influential factors in selecting candidates were institution reputation and social hierarchy, which can disadvantage exceptional URG candidates from less well known institutions.[1]

The chart below contains possible criteria in the sample categories of teaching and research. Search committee members should use a form like the one below to report their reviews of candidates after interviews, responding to the specific criteria rather than merely reporting their general impressions. Specific feedback requests will elicit more relevant and less-biased information and ensure that all faculty are using interviews to seek the type of candidate that the department has determined they need.

Sample Post-Interview Review Form

Applicant: ___________ **Reviewer:** ___________ **Date:** _______________	**Specific Comments**
Ability to conduct scholarly research: (1) • Publication record in high-quality journals • Potential to secure external research funding	
Teaching ability: (2) • Matches department's content needs • Developed curricula about underrepresented communities or themes • Candidate's instructional record	

Ranking Criteria

Studies have shown that if hiring criteria are not ranked, then evaluators can subconsciously alter their prioritization of criteria after identifying the criteria that majority candidates' resumes display more prominently.[2]

Prioritize Candidates Who Align with Strategic Diversity Goals

A number of institutions, including the University of California, Los Angeles and SUNY-Purchase, evaluate candidates on their potential to contribute to the strategic priority of diversity and inclusion. This "diversity-oriented criterion" can be incorporated into the categories of teaching, research, or service. For example, some institutions prioritize candidates with a research focus on issues of diversity or experience in inclusive pedagogy techniques.

Sample Diversity-Oriented Criteria

- Experience mentoring underrepresented students
- Inclusive pedagogy experience
- Ability to recruit underrepresented undergraduate or graduate students
- Research on social inequalities

Discuss Diversity in Person

Even institutions that require diversity statements of all candidates recommend an in-person discussion of experiences working in diverse environments, with diverse student bodies, and aspirations to engage with diversity initiatives.

1) Wright and Vanderford, 2017.
2) Norton, Vandello, and Darley, 2004.

Sources: Norton M, Vandello J, Darley J, "Casuistry and Social Category Bias," *Journal of Personality and Social Psychology*, 87, no. 6, (2004): 817-831; Wright C and Vanderford N, "What faculty hiring committees want," *Nature Biotechnology*, 35, (2017): 885-887; EAB interviews and analysis.

Elevate Diversity Statements in the Review Process

Early Review of Diversity Statements Creates More Diverse Interview Pools

Why It Matters

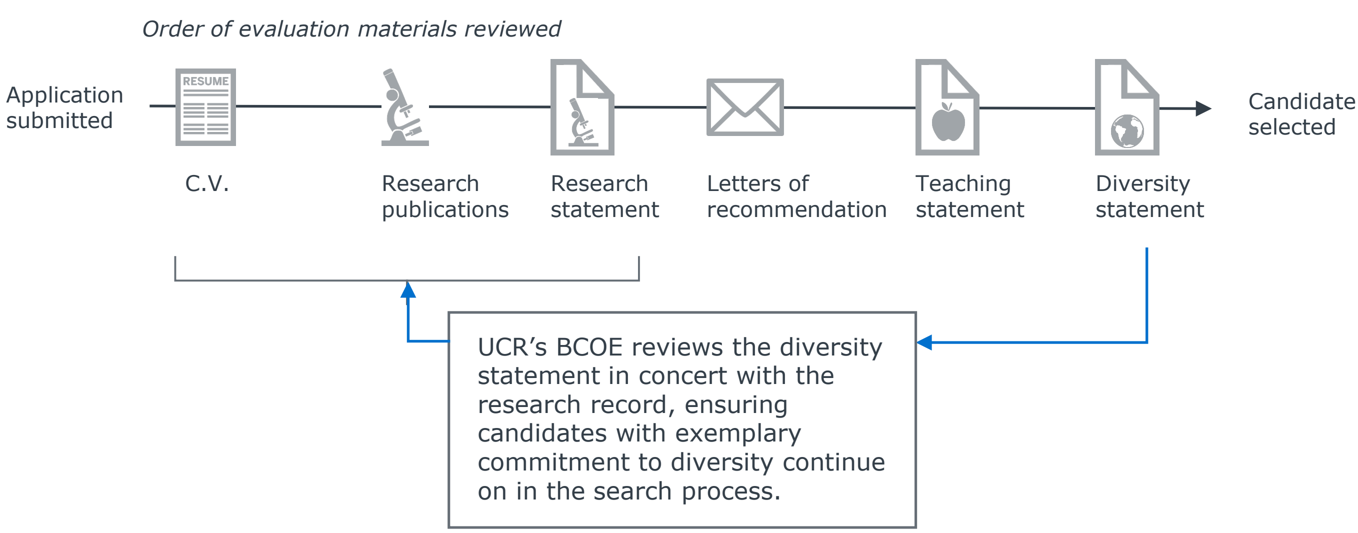
The inclusion of the diversity statement in job applications can help search committees surface candidates with strong commitments to diversity. However, often these statements are leveraged late in the candidate review process or can be overlooked in relation to other elements of the application. For diversity statements to affect the earlier stages of the process and thereby support the selection of a diverse short list and interview pool, diversity statements must be utilized early in the evaluation process.

Although more institutions are including diversity statements as part of their faculty application processes, the statements are typically leveraged during the final stages of selection, such as to decide between two finalists. As a result, a candidate's commitment to diversity is often overshadowed by other application materials and has a delayed impact on the search process as a whole.

To better identify faculty who would assist in furthering the campus' commitment to diversity, the University of California, Riverside (UCR) evaluated and modified its search process. Recognizing the correlation between URG candidates and an increased dedication to diversity, faculty leaders at UCR's Marlan and Rosemary Bourns College of Engineering (BCOE) allocated more weight to the diversity statement, elevating its review to an earlier portion of the search process.

Reordering Evaluation Materials to Prioritize Diversity

UC RIVERSIDE UNIVERSITY OF CALIFORNIA



BCOE found that by reordering the use of their application materials, search committees paid more attention to the quality of the diversity statement, allowing candidates with superior diversity statements to sustain through later stages of the search process. The modified search process resulted in significantly greater equity in the candidate pool with 33 percent more female candidates and 12 percent more URM candidates than the previous year's searches.

In the first year of this reordering, the college offered positions to three new faculty members, all of whom were female and from traditionally underrepresented groups. All three finalists accepted the positions and, in some cases, cited the college's commitment to diversity as a factor in their decision.

Source: EAB interviews and analysis.

Monitor Pool Diversity

Holding Search Committees Accountable for Due Diligence

Why It Matters

Although many faculty support the pursuit of greater faculty diversity, because faculty hiring is so decentralized, strategies to ensure the continuation of activities to create a diverse pool are required. High-performing institutions have developed processes by which search committees report at key checkpoints during the search process to a dean or associate dean tasked with monitoring diverse recruitment initiatives.

Pool Diversity Checkpoints

Job Ad Posted; Search Begins → **Committee Begins Cutting Applicants** → **Short List Created** → **Interviews**

At each stage, check for due diligence by assessing composition of the pool, eliminated candidates, and assess efforts to diversify.

The dean or associate dean will track pool composition across a number of desired characteristics and, should the pool be less diverse than set in the search plan, ask for an explanation of the removal of any promising URG candidates or require the committee to pursue further outreach. Departments in which the pipeline contains few underrepresented candidates should be able to explain the efforts taken to diversify the pool as much as possible.

Some smaller institutions with a strong diversity and inclusion office may task the chief diversity officer with this oversight, but most institutions prefer to task a member of the academic unit as faculty more readily accept monitoring and guidance from fellow faculty.

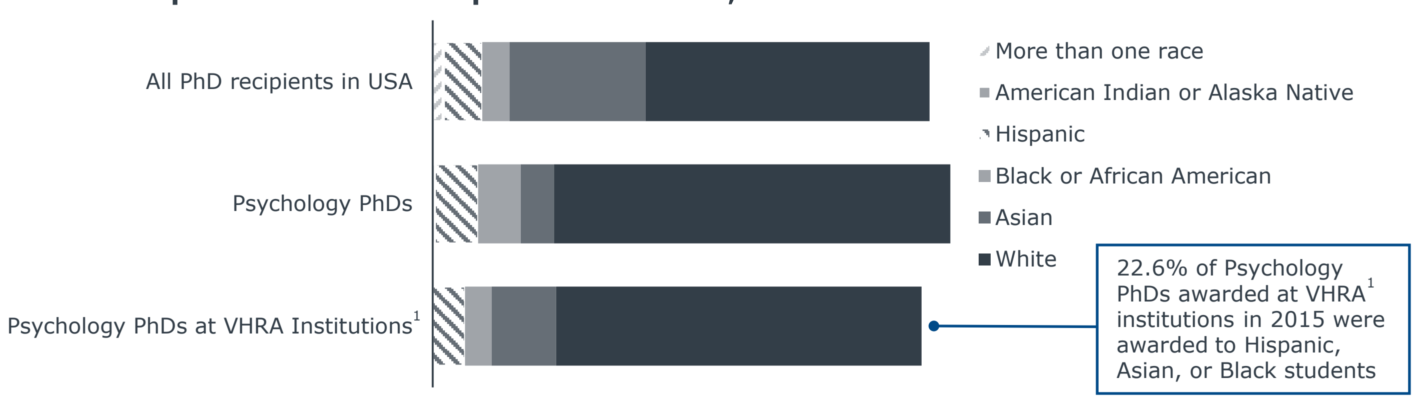
90%

of candidates answered demographic data prompts when Clemson University switched to an electronic workflow system.

Is the Pool Diverse Enough?

Colleges and universities have not yet reached consensus on the best way to benchmark the diversity of a search pool. Some institutions will want to benchmark against their student bodies or region, but the majority of units rely upon the Survey of Earned Doctorates (SED) in spite of its weaknesses capturing demographic data at the department level. Although the SED should not be the only consideration when assessing whether or not a committee may move forward with its search, data like those collected below can help inform whether the search has reached an equitable swath of available PhDs.

Racial Composition of PhD Recipients in the USA, 2015



1) VHRA refers to the abbreviated Carnegie classification "Research Universities: Very High Research Activity."

Source: "Clemson + Interfolio: Strategic Faculty Recruitment with ByCommittee," Interfolio, https://www.interfolio.com/resource/webinar-clemson; Survey of Earned Doctorates, 2015; EAB interviews and analysis.

Expand Interview Opportunities

Increasing the Likelihood That Faculty Interact with Diverse Candidates

Why It Matters

In order for institutions to diversify, candidates from underrepresented groups need to have the opportunity to interview and impress faculty face-to-face. Because URG candidates represent inherently smaller percentages of the pool, any tactic to increase the number of candidates with whom faculty can engage increases the chances that they will engage with diverse candidates.

The University of Kansas instituted a stage of phone screeners for the top 10—15 applicants to offer more candidates, and likely more diverse candidates, an opportunity to interview with faculty. As a result, the institution saw increases in women and racial/ethnic minorities reaching the final stage of on-campus interviews.

Benefits of Offering Screener Interviews

THE UNIVERSITY OF KANSAS

- Give more candidates, and more often diverse candidates, the opportunity to meet and impress faculty
- Encourage search committees not to settle on their top three candidates too soon
- Avoid offering time-intensive, on-campus visits to candidates who are obviously poor fits for the department

> "When we added Skype screeners, people that had been 7th or 10th beforehand started getting selected for on-campus interviews, and the department just fixed itself."
>
> *Department Chair, Private Research Institution*

Incentivize Departments to Prioritize Diversity in Evaluations

Many institutions attempting to create more opportunities for faculty to interact with diverse candidates offer to fund the invitation of an additional candidate to on-campus interviews, provided that candidate will diversify the department. Unfortunately, with this incentive in place many provosts find departments attempt to game the system, consistently excluding minority candidates from the short list so they have occasion to bring one "extra" candidate.

To avert this counterproductive behavior, the University of Texas-Austin allows departments to invite one additional finalist to interview on campus provided they would increase the diversity of the department and there is *already* a candidate who could increase the diversity of the department on the short list.

Critical Mass in Interviews

Study participants were more likely to assess a woman's resume negatively when the pool she was evaluated against was less than 25% women.[1]

1) Heilman, M.E., 1980.

Sources: Heilman, ME, "The impact of situational factors on personnel decisions concerning women," *Organizational Behavior and Human Performance,* 26, no. 3, (1980): 386-395; EAB interviews and analysis.

Professional Advancement and Development

Mentoring, Workshops, and Grants to Promote Retention

SECTION 6

Making sure that faculty across the tenure ranks have access to a variety of professional development opportunities, including traditional mentoring, interactive workshops, targeted grants, and skill-based trainings, can be vital for retention. Knowing where to focus limited resources can be challenging, but successful universities use a combined assessment of turnover and promotion rates to inform and develop programs that will allow faculty to explicitly develop their portfolio for advancement and build community.

- Analyze Promotion Rates for Disparities
- Provide Formal Support for the First Year
- Define and Distinguish Mentoring Roles
- Clarify Expectations in Tenure and Promotion
- Design Plans to Guide Faculty to Full Professor
- Provide Individualized Professional Development Grants

Analyze Promotion Rates for Disparities

Ensuring Equitable Tenure and Promotion Practices

Why It Matters

Although institutions typically have access to promotion and tenure data through human resources or institutional research offices, the majority of institutions do not monitor time to promotion or tenure by discipline, race, and gender. To ensure that disparities in the progress of faculty to full professor are recognized and examined, it is imperative to review promotion and tenure data regularly.

Counter Possible Bias in Tenure and Promotion with Responsible Data Tracking

Institutions should track average time to tenure and promotion through the ranks by race, gender, and discipline every three to five years.

At the state flagship university profiled below, an analysis of institutional data on time to promotion to full professor led by the provost revealed that African American faculty were disproportionately stalled at the associate level. Further analysis identified that many department chairs were not encouraging all faculty equally to submit their dossier for full Professor, and many associates, especially African American associates, were unaware of the alignment between their existing work and the criteria for full professor. The institution promptly implemented dossier reviews for all associate professors and changed their professional development offerings from workshops exclusively focused on achieving tenure to include workshops on the promotion to full professor.

1.5 years

In the U.S. the path to tenure was 1.5 years longer on average for female full-time faculty[1]

State Flagship University Identifies Need for Dossier Review

ASSOCIATE PROFESSOR ▶ *PROMOTION DISPARITIES* ▶ FULL PROFESSOR ▶

Provost Initiates Promotion Analysis

- Promotion and tenure rates by race, gender, and ethnicity
- Time-to-promotion by race, gender, and ethnicity

Lack of Concrete Promotion Criteria

"Unwritten rules" common and subject to bias, in-group preference

URG Faculty Not Actively Encouraged to 'Go Up'

Informal mentoring and support focused on majority faculty

Dossier Reviews and Promotion Workshops Implemented

- Chairs and Office of Faculty Advancement spearhead efforts to clarify expectations
- African American full professors more than doubled in four years, from 6 to 15

1) Finkelstein M, Conley V, Schuster J, *Faculty Factor*, Baltimore, John Hopkins University Press, 2016, 176.

Source: EAB interviews and analysis.

Provide Formal Support for the First Year

Building a Balanced, Informed Network of Mentors for New Faculty

Why It Matters

Mentoring is a vital part of new faculty onboarding, but too often senior-junior pairings do not adequately address the various needs of new hires and reveal mentors to be unaware of exactly what support mentees need in their first year. Formal first-year team mentoring helps build an immediate network and provides targeted support ensuring that new faculty feel welcome and are set up to succeed within their first year.

Providing a team of mentors, a LAUNCH Committee, for all first-year faculty ensures they are immediately connected with professional and social resources on campus. Mentor teams create a network from day one and provide the types of research, teaching, and social support that a single mentor likely cannot offer. The LAUNCH committee volunteers for one year of service, and mentors and mentees are given clear expectations about what support the committee will provide.

LAUNCH Committee for All First-Year Faculty

University of Michigan

ADVANCE Office

- Trains facilitator
- Clarifies roles, responsibilities, and expectations of each member of the committee, including mentee
- Helps senior faculty set predetermined agenda for meetings
- Consults with mentee to assess needs
- Provides resources, including likely needs and questions for both mentors and mentees

Convener/Facilitator

- Senior faculty member outside of department
- Schedules regular meetings
- Consults with mentee to ensure tough topics are addressed

Mentors and Their Areas of Guidance

Department Chair or Representative

- Departmental tenure, promotion expectations
- Departmental culture
- Set up laboratory/classroom technology

Senior Faculty in Field

- Research questions
- Design projects
- Major conferences and grants

Second- or Third-Year Junior Faculty

- Navigating the department
- Near peer perspective

Senior Faculty Outside of Field

- Neutral perspective and voice outside of future tenure committee

Although the University of Michigan organizes LAUNCH committees out of their ADVANCE office, similar mentoring arrangements can be administered from the Center for Teaching and Learning or even by the department. Some smaller institutions have found that a three-person team of one internal senior scholar, one external senior scholar, and a peer mentor can also be an effective structure as long as they also incorporate agenda-setting, clear expectations about roles, and a neutral facilitator.

Source: EAB interviews and analysis.

Define and Distinguish Mentoring Roles

Outlining Specific Goals to Mitigate Reliance on Personality Fit

Why It Matters

Despite a recognition that for the majority of new faculty the traditional model of senior-junior mentoring cannot meet all of their professional and social needs, this model remains valuable in helping junior faculty navigate their home department and the specifics of their discipline. Integrating new faculty into the department and field as quickly as possible will allow them to contribute to their institution more effectively and more quickly. Laying out concrete expectations in mentoring partnerships can mitigate against the reliance on personality fit and build a stronger department.

Knowing what a mentor can and cannot provide is essential for the success of a pairing and is particularly important in the senior-junior mentorship model given that the relationship will, ideally, last beyond the first year. While the five guidelines below are general, and mentoring must be tailored to the needs of specific disciplines and departments, they lay important groundwork for success. It is important to note that the needs of the mentee will shift as he or she continues through his or her career, and these five guidelines should be revisited at the beginning of each year.

Setting Expectations in Senior-Junior Mentoring

Department Chair

- Help facilitate mentorship pairings and take preferences of mentors and mentees into account across cultural/gender/racial differences while keeping in mind that URG scholars tend to benefit most from mentoring when self-selection is not the primary means of finding a mentor
- Provide templates, example questions, and typical scenarios to prepare mentors and mentees
- Communicate with mentors that meeting with mentees is an expectation in the department

1. **Agree on Goals and Objectives**
   What kinds of support will mentor offer: research, tenure guidance, setting up a lab, help applying for grants?
2. **Set Frequency of Meetings**
   How many times should they meet in person: twice a month, monthly, twice a semester?
3. **Desired Outputs**
   What does the mentor expect to see: an article, a new syllabus, a grant proposal, a detailed plan to achieve tenure?
4. **Timeline**
   What is the timeline to achieve outputs detailed above? What are the benchmarks at the end of one semester, one year, and two years?
5. **Desired Communication**
   Will the mentor be available via email or phone in between meetings? If the mentor or mentee travels regularly, will they communicate via Skype? Will they meet for lunch?

Senior Mentor Responsibilities

- Be prepared to commit time to preparation and meetings
- Connect mentee to professional networks and colleagues
- Consider nominating mentee for awards, recognition, or to professional associations

Junior Mentee Responsibilities

- Create mentoring plan to identify specific goals in scholarship, teaching, and professional development
- Seek additional mentors and collaborators outside of department
- Set agenda and prepare for meetings
- Be open to areas of development

Source: "Guide to Best Practices in Faculty Mentoring," Columbia University Office of the Provost; EAB interviews and analysis.

Clarify Expectations in Tenure and Promotion

Using Mentoring and Informal Interactions to Encourage Retention

Why It Matters

Most universities recognize the necessity of communicating the formal requirements for tenure and promotion, and many have taken steps to make those requirements accessible and transparent both online and during the review process. However, informal interactions and access to academic leadership can be equally important to navigating departmental policies and to tenure success, and URG faculty may have less access to these informal networks.

Clarity in the tenure and promotion process is key to retaining faculty. To ensure that all faculty feel prepared for a successful tenure bid, institutions must build in access to faculty leaders, well-designed and targeted professional development opportunities, and supportive community networks.

Access to Faculty Leaders

Formal and informal interactions with faculty leaders, including the provost, deans, and chairs, provides a forum for URG scholars to clarify policies, voice concerns, and network.

Professional Development

Combining various forms of mentoring, workshops, and expert panels with concrete skill development and affinity groups is an effective way to share knowledge about the institution.

Community

Connecting scholars across departments and disciplinary divides creates community and can foster collaborative relationships, both of which can bolster retention.

Tenure Track Supper Club

Metropolitan State University of Denver

- Supper Club and other meetings open to all new faculty; URG faculty especially encouraged to participate
- Two informal dinners a semester
- Provost attends first meeting of the year to meet new faculty and welcome them to university
- President attends final meeting of the year

- Nine insights to earning tenure, tailored to MSU-Denver, presented by panels of expert faculty
- One-on-one mentoring meetings with senior faculty outside of home department
- Shared text about preparing for tenure and addressing challenges specific to URG experience

- Place where people can ask informal questions in a relaxing environment without members of tenure committee present
- Meet colleagues from across campus and mitigate isolation many URG faculty experience in home department

Faculty of Color Writing Intensive

The Florida State University

- Faculty designed and run 10-week program; application only
- Faculty across tenure ranks eligible to apply
- Luncheons with provost demonstrate commitment to those faculty and provide direct line to leadership

- Dedicated weekly times for writing in designated space
- Workshops around writing techniques for grants, articles, and books
- Workshops on balancing research, teaching, and service commitments
- Training faculty to mentor students and junior scholars

- Opportunity to meet scholars in different departments and across tenure ranks
- Competitive application means participants are named fellows and receive a stipend, creating cohorts and building community among URG faculty

Source: EAB interviews and analysis.

Design Plans to Guide Faculty to Full Professor

Supporting Faculty Beyond Tenure

Why It Matters

Promotion through the faculty ranks is typically governed by a set of formal requirements that vary by department. However, the majority of initiatives to clarify promotion criteria are focused at the pre-tenure level. The criteria for promotion to full professor are far more opaque, formal review opportunities to help guide faculty to promotion diminish after tenure, and requirements outside of research only increase. This leaves faculty who may be balancing additional external responsibilities (e.g., childcare, invisible labor) and/or faculty with fewer mentorship resources at a disadvantage in pursuing full professor.

Create Development Plans in Forward-Looking Reviews

Pre-tenure faculty undergo effective, regular reviews but the emphasis on feedback and clear expectations is not carried into post-tenure periods. Post-tenure reviews are significantly less effective and less common, occurring on average every five to ten years. Department chairs and deans should emphasize forward-looking reviews or planning sessions rather than traditional reviews, laying out clear expectations and specifying resources available to support faculty development.

Newly tenured faculty should meet with department chairs within three years of receiving tenure to discuss professional goals and steps to achieve promotion to full professor quickly. Chairs can direct faculty to campus resources and help faculty prepare proposals for grants, leaves, or internal funds. As reviews continue annually they should maintain their focus on forward-looking five-year plans, defining five-year goals and development, and resources that will be necessary to reach them.

The University of Virginia offers small Enhancement Grants of up to $5,000 to help faculty reestablish themselves in the scholarly community after family leave.

Typical Reviews for Tenured Faculty

- ✖ Vague or shifting productivity expectations
- ✖ Backward-looking performance reviews
- ✖ Few consequences for poor reviews
- ✖ Little feedback from senior administrators

More Effective Alternatives

- ✔ Clearly define, discipline-specific performance targets
- ✔ Annually updated five-year development plan
- ✔ Explicit outcomes with tasks for both the faculty member and the department chair
- ✔ Input and support from deans and other administrators

Workshops Tailored to the Needs of Tenured Faculty

Training for junior faculty typically relates to achieving tenure or leadership development aimed at administrative positions, not generally of interest to associate or full professors. Tenured faculty generally seek out professional development in one of two areas: (1) work/life balance as teaching, service, and (2) external family obligations often increase post-tenure, and guidance on promotion to full professor.

Work/Life Balance

Learning to Manage:

- Increased administrative/service responsibilities
- Increased national disciplinary society responsibilities
- Increased family obligations (e.g., child or elder care)
- Changing research interests

Promotion to Full Professor

Issues to Discuss:

- How the promotion to full professor differs from the tenure process
- Staying current with the discipline
- Learning new skills
- Building networks to expand research
- Expanding the scope of research impact

Sources: Sorcinelli M.D., Yun J, Baldi B, *Mutual Mentoring Guide,* The Institute for Teaching Excellence and Faculty Development, 2016; EAB interviews and analysis.

Provide Individualized Professional Development Grants

Encouraging Collaboration and Development Through Micro-grants

Why It Matters

Professional development needs after the first year differ significantly across departments and between career stages and cannot be universally met through traditional mentoring models. Moreover many faculty, especially those from underrepresented groups, are reticent to "raise their hands" for more mentoring or development attention. Offering a program of small grants can incentivize participation and increase the flexibility of professional development offerings connecting faculty across the institution and across institutions.

Mentoring and Professional Development Needs Differ by Discipline and Rank

Although faculty new to an institution require similar mentoring and professional development information to help orient them, as faculty progress through their careers professional development needs begin to diverge. Junior faculty are largely driven by the pursuit of tenure, while post-tenure faculty may need help restarting or expanding their research. Furthermore, the appropriate mentor to help guide faculty to the next stage of their careers will differ significantly based on their area of expertise and may not even be located at the home institution.

To help address this mentoring and professional development gap, the University of Massachusetts Amherst developed the Mutual Mentoring Program. Their program offers two types of small grants as incentives for faculty to develop small professional development programs of their own. Even with grants from $1,200-$6,000, the institution has seen incredible uptake with approximately 40% of full-time instructional staff participating.

Team Grants

- Up to 10 offered per year
- Up to $6,000 grant for each group
- Comprised of networks of four or more individuals
- Commonly used in STEM fields where team grant work is more common

Example

The Department of Physics created a mentoring network. The network met weekly to discuss teaching projects, new learning technology, and bring in external experts.

Micro-Grants

- Up to 15 offered per year
- Up to $1,200 grant for each group
- Comprised of networks of two to three individuals
- Commonly used in humanities and professional schools

Example

Professor in the Art History Department developed an external mentor relationship and brought him on campus to improve her studio critique of student work.

Priorities That Grant Proposals Can Support

- Get to know the institution or academic unit
- Excel at teaching or research
- Understand tenure and evaluation
- Develop professional networks
- Improve work/life balance

Sources: "Mutual Mentoring," The Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst, https://www.umass.edu/tefd/mutual-mentoring; Sorcinelli MD, Yun J, Baldi B, *Mutual Mentoring Guide,* The Institute for Teaching Excellence and Faculty Development, 2016; EAB interviews and analysis.

Provide Individualized Professional Development Grants (cont.)

Create Opportunities for URG Faculty to Connect Outside of the Department

In spite of a design that invites involvement from all faculty, the Mutual Mentoring Program has disproportionately engaged female faculty and faculty of color. This high level of engagement may be attributable to two factors. First, as many institutions leverage interdisciplinary hiring or hiring in relatively new disciplinary areas to recruit diverse faculty, there may be few existing mentor or professional development options within the department. This flexible grant program allows faculty to connect with faculty outside their home department and those with similar areas of expertise outside the university.

Second, URG faculty who find themselves in an unwelcoming department may not be willing to formally ask for more mentoring resources, thereby implying that those offered them have been insufficient. As a grant program, however, University of Massachusetts Amherst has made faculty requests for further professional development attractive, competitive, and prestigious.

Mutual Mentoring Program Disproportionately Engages URG Faculty

40%
of full-time instructional faculty participated in the Mutual Mentoring Program

56%
of participating faculty were women

29%
of participating faculty were African American, Latinx, Asian, or Native American

94%
Average likelihood of mentoring relationships to continue after completion of grant[1]

1) As reported in post-grant surveys

Sources: "Mutual Mentoring," The Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst, https://www.umass.edu/tefd/mutual-mentoring; Sorcinelli MD, Yun J, Baldi B, *Mutual Mentoring Guide,* The Institute for Teaching Excellence and Faculty Development, 2016; EAB interviews and analysis.

EAB

Dean-Level Strategic Hiring Initiatives

Leveraging Interdepartmental Budgetary Structures to Impact Diversity at Scale

SECTION 7

Although the majority of hiring and recruitment improvements are embedded in departmental practices, many promising strategies require interdepartmental coordination and resources. These dean-level programs, due to their wider purview, can often have more significant impact in shorter periods of time. These initiatives will likely align with university and college goals as they often have explicit commitments to increasing URG representation in both the faculty and student bodies.

- Conduct Cross-Departmental Searches
- Clarify Cluster Hire Evaluation Procedures

Conduct Cross-Departmental Searches

Taking Advantage of Open and Interdisciplinary Hiring

Why It Matters

Cross-departmental searches and those with an open specialization attract a wider pool of applicants. Beyond expanding the pool numerically, these searches also tend to bring in more scholars with innovative and interdisciplinary approaches who may not have applied to a job advertisement. Taken together, this approach is more likely to attract more URG candidates.

For those institutions with hiring flexibility, programs in which departments can gain an additional line through a competitive RFP process that emphasizes candidate excellence and diversity have been very successful. The competitive nature of the line allocation process can engage even traditionally disengaged departments in surfacing diverse faculty candidates and reduce the stigma sometimes associated with Target of Opportunity Program (TOP) hires.

Typically in these programs, the dean sets aside a few lines for which the departments compete, designating the line for either candidates with a focus on interdisciplinary research or on mentoring URG students.

Broadening the Discipline

Analysis of past searches at the Faculty of Applied Science and Engineering revealed women were less likely to be hired when ads targeted narrow discipline

University of Toronto

- Dean designates a few lines as cross-departmental searches
- Cross-departmental search committee identifies and prioritizes candidates

In the three years with multidisciplinary searches women have outnumbered men in hires in Engineering

The Mentor-Professor Initiative

The Division of Life Sciences in the College of Letters and Sciences recruits outstanding scientists who have shown a commitment to mentoring students from underrepresented and underserved groups

UCLA

- Dean sets aside lines for Mentor-Professor hires
- Teaching and service expectations are adjusted so that Mentor-Professors can maintain research excellence while pursuing his/her mentoring vision and/or participate in campus-wide and departmental programs that provide research and professional development opportunities for our diverse student body
- Representatives from all participating departments review applications and select candidates to send to departments to evaluate
- Departments approve or deny candidates and send them back to combined review committee
- Combined review committee selects a few of the candidates whom departments have recommended for interviews

Source: EAB interviews and analysis.

Clarify Cluster Hire Evaluation Procedures

Gaining Buy-In for Cluster Hire Structure from Faculty and Faculty Candidates

Why It Matters

Cluster hiring can be an excellent mechanism to increase faculty diversity. The open and interdisciplinary searches as well as hiring multiple candidates at once increases the likelihood of hiring URG faculty. However, cluster hires alter the pattern of traditional faculty development, and therefore performance expectations, tenure processes, and retention practices must be adapted for their atypical structure.

Create a Transparent Process for the Selection of Cluster Themes

Institutions typically target cluster themes to improve diversity in one of two ways. They either select themes that will attract larger numbers of URM applicants (e.g., social justice) or themes that will engage departments lacking in diversity. However, to ensure faculty buy-in to the process, cluster theme selections must not appear to be dictated by senior administrators. Administrators should generate and publicize explicit cluster criteria that link selection to the strategic plan and establish a clear request for proposals (RFP) and selection process for faculty submissions. This way faculty can tailor cluster proposals to their research interests and areas of expertise.

Create Statements of Expectations for Time Allocation

Working across multiple departments often means that teaching, research, and service responsibilities for cluster hires may be less clear than for traditional hires. To avoid overburdening cluster hire faculty, institutions can require cluster hires, cluster leaders, and departmental heads to develop statements of expectations at the outset.

When developing statements of expectations, there are five key components to include:

1. The approximate percentage of time the cluster hire is expected to spend in their home department versus in a secondary department, center, or institute
2. The approximate percentage of time spent on research, teaching, and service in the cluster and the home department
3. The mandatory versus optional activities in the cluster and the home department (e.g., meetings, professional development events, networking events)
4. The process and schedule for annual evaluation and tenure and promotion review for the cluster hire
5. The communication channels and frequency, particularly between the cluster hire, the cluster leader, and department head

Develop a Cross-Disciplinary Tenure and Promotion (T&P) Process

NC STATE UNIVERSITY

Existing T&P processes are generally not designed for faculty who conduct interdisciplinary research. This is particularly concerning for junior faculty, who may avoid participating in clusters as a result. One possible solution is for administrators to establish a cross-disciplinary T&P process for cluster hires. At minimum, at least one cluster representative should join the existing departmental review committee during tenure decisions for cluster hires. Alternatively, institutions can create an entirely separate interdisciplinary review committee for each cluster hire.

Source: EAB interviews and analysis.

Clarify Cluster Hire Evaluation Procedures (cont.)

At **North Carolina State University**, cluster hires choose between a traditional departmental review (with written input from cluster colleagues) and an interdisciplinary review committee so they can select the policy that aligns best with their research and career goals.

Option #1

Traditional Process with Input

- Follows existing policies
- Includes one cluster representative
- Invites written feedback from appropriate joint, cluster, and/or interdisciplinary faculty members

Option #2

Interdisciplinary Review Committee

- Appointed by the dean of the home department's college
- Includes representatives from home and joint departments, cluster, and/or interdisciplinary area

Source: EAB interviews and analysis.

Diagnostics for Chairs and Deans

Assessing Recruitment, Retention, and Promotion Practices

Upstream Recruitment

Building the Pipeline Through Proactive Candidate Cultivation

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make recruitment processes more equitable.

Typical Practice	**Best Practice**
Track Prospects from Conferences and Disciplinary Events *For more information on related practices, turn to page 10.*	
Faculty attend relatively few conferences, and when they do, they do not collect information on graduate students and potential faculty candidates whom they meet.	Even prior to a faculty search, faculty create and maintain relationships with potential candidates they meet at conferences and other disciplinary events and track them in an accessible database for use in later searches.
☐ Faculty do not attend conferences with the intention to identify possible future colleagues.	☐ When faculty meet promising possible candidates at conferences or other events, they save their information (e.g., names, discipline).
☐ If the information on any prospective candidates met at conferences is saved, it is saved by individual faculty and not shared with the larger department.	☐ There is a central place for faculty in a department or unit to store names and contact information of promising candidates for future recruitment.
☐ Faculty rarely attend conferences; conferences that they attend do not provide significant opportunity to interact with PhD students or recent PhD graduates, especially those from underrepresented groups.	☐ Faculty seek out opportunities to attend conferences or disciplinary events that attract diverse PhD and recent PhD graduates.
Develop Referral Relationships *For more information on related practices, turn to page 11.*	
Faculty send job ads to a few of their close colleagues at other institutions.	Faculty develop their own strong, long-term recruiting relationships with high-quality, diverse graduate programs.
☐ Faculty who do engage in upstream recruiting do not order outreach strategically and do not maintain recruiting relationships with other departments over time.	☐ Departments have identified specific departments at other institutions that produce high-quality, diverse graduate students and develop a few strong, targeted recruitment relationships.
☐ Few faculty feel enfranchised to create recruiting partnerships with departments at another institution.	☐ Faculty members of the home department "own" relationships with peer departments at other institutions.
☐ Faculty recruit from departments at other institutions exclusively through email or phone and only when a reference is needed.	☐ Faculty visit the department with which they have a recruiting relationship at least once a year and correspond with faculty colleagues and promising graduate students.
☐ Faculty reach out to other departments only for recruiting references and have not built relationships with the faculty or graduate students in other areas (e.g., research, mentoring).	☐ The peer department also sees value in the relationship they have with your institution; for example, your institution offers presentations on graduate school to their undergraduates.

(Continued on next page)

Upstream Recruitment (cont.)

Typical Practice	Best Practice
Use Open-Access Resources to Identify Candidates *For more information on related practices, turn to page 12.*	
The search committee publishes a job ad and waits for potential candidates to find it on their own.	A member of the department is tasked with sourcing names of potential candidates from relevant journals, publications, and discipline-related websites.
☐ Faculty rely almost entirely on the job posting to surface candidates for their position.	☐ Faculty in the department attempt to source names of candidates they could promote their search to rather than only posting the job online.
☐ Faculty do not have the time ahead of searches to scour publicly available resources for potential candidate names.	☐ An administrator or designated faculty member has some release time dedicated to identifying candidates in public resources.
☐ Some locations of promising candidate names are known by different faculty dispersed across the department and have not been collected.	☐ The department and assigned administrator are aware of public resources that identify promising young faculty candidates in their field (e.g., postdoctoral appointments, grant recipient lists).
Engage Prospects with Professional Development *For more information on related practices, turn to page 13.*	
Promising graduate students do not have the opportunity to visit and experience life as a faculty member on campus.	Regardless of ongoing searches, faculty have opportunities to meaningfully interact with advanced graduate students, engaging them through research or in professional development and mentoring activities, which creates stronger relationships, a more welcoming impression of the university, and a healthier recruitment pipeline.
☐ Graduate students or faculty candidates do not visit campus unless they have a personal relationship with a recruiting faculty member.	☐ There is an opportunity for graduate students to come to campus and meet faculty outside of personal relationships.
☐ Graduate students or prospective candidates who visit campus are engaged only socially or through straightforward campus tours; they do not have an opportunity to engage with faculty academically.	☐ The university offers graduate students opportunities for meaningful, on-campus interactions with faculty, such as research presentations, professional development, or mentoring.
Stand Committees for Longer Hiring Timelines *For more information on related practices, turn to page 15.*	
Faculty have a few months prior to the interview stage to identify potential candidates and are able to search only for the lines they have allocated to them that year.	Provided the unit has adequate hiring need and funding, lines can be allocated for a period of three years and standing search committees dedicated to increase the experience of the hiring faculty, the flexibility of the hiring timeline, and the number of candidates who can be considered.
☐ Departments are told how many lines they will be allocated only for the year ahead.	☐ Departments know the lines they will likely be allocated across the next three years.
☐ Searches often must be completed within the year for fear of losing the allocated line.	☐ Search committees can stretch hiring timelines to nontraditional times of year.
☐ Search committee members feel pressed for time to find the right candidate and cannot give sufficient attention to time-intensive diversity recruitment techniques.	☐ Because of the longer search hiring timeline, committee members gain significant experience in recruitment techniques.

Search Committee Preparation

Using Implicit Bias Training to Make the Search Process More Equitable

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make evaluation processes more equitable.

Typical Practice	Best Practice
Form and Inform the Search Committee *For more information on related practices, turn to page 18.*	
Search committee members are chosen to ensure one or two experts in the field and at least one other member of the department from a different field. Sometimes an expert from a related department may be brought in to the search. Whether diversity and inclusion will be considered in the search is determined after the committee has been formed.	Commitment to diversity and inclusion and the diversity of the members are considered when forming the search committee. Members of the committee are aware of past hiring practices and departmental goals.
☐ Members of the search committee are chosen without taking into account departmental and institutional efforts to increase diversity and inclusion.	☐ Members of the search committee are committed to diversifying the department and creating an inclusive climate. If possible, URG faculty are represented.
☐ Diversity efforts are unfocused, and no individual member of the search committee owns them.	☐ One member of the search committee is designated to ensure the committee keeps diversity in focus.
☐ Members of the committee are aware that the dean will be asking about efforts to recruit diverse candidates, but they are unaware of how they are supposed to actually recruit for diversity or what barriers stand in the way.	☐ Members of the search committee receive training in implicit bias to help identify points in the search that are most likely to be affected and are given strategies about how to proactively recruit and screen applications equitably.
☐ Recruitment efforts are ad hoc, and there are no plans to reassess the success of diversity efforts throughout the process.	☐ The committee creates a search plan demonstrating how to recruit and evaluate for diversity and inclusion.
Deliver Effective Implicit Bias Training *For more information on related practices, turn to page 19.*	
Implicit bias training is led by human resources or the office of equity and inclusion and does not use scenarios relevant to specific disciplines.	Implicit bias training is in a workshop or seminar format and is run by senior faculty familiar with the discipline who serve as ongoing advisors throughout the search process.
☐ Implicit bias training does not engage faculty, and they do not see how it is relevant to their work on the search committee.	☐ Faculty lead workshops using empirical data and academic research and share it with the group, speaking with direct experience about how it impacts search committees.
☐ Implicit bias training is interactive but does not address discipline-specific challenges.	☐ Senior faculty who lead the workshops are appointed by the dean so they can tailor their presentations to the needs of different disciplines and search committees can receive more unit-specific advice.

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Search Committee Preparation (cont.)

Typical Practice	Best Practice
Prepare to Answer Candidate Questions *For more information on related practices, turn to page 20.*	
Interviewers are prepared to ask questions of candidates but not to answer them. They are unaware of mentoring, professional development, and community resources, especially those targeted at URG faculty, available across different units on campus.	All faculty interviewers are aware of resources available to new faculty, including mentoring, professional development, work/life balance policies, dual career programs, and affinity groups.
☐ There are resources available to new faculty in the areas of professional development, mentoring, and community-building, but they are dispersed across campus and would require significant time to identify.	☐ Resources that will be available to new faculty for professional development, mentoring, and community-building are collected and centralized for easy access.
☐ In order to explain resources available to prospective faculty, interviewers need to compile or identify resources available on campus themselves.	☐ A staff member in the Office of the Provost or Diversity and Inclusion is responsible for collecting resources that will attract new faculty members.
☐ Faculty do not know where to look for resources they could advertise to candidates and are unprepared to answer questions about life as a new faculty member, especially a new faculty member from an underrepresented group.	☐ Faculty are aware of these centralized resources and know how to leverage them in interviews to attract candidates, particularly those of diverse backgrounds.
Offer Confidential Space for Candidate Questions *For more information on related practices, turn to page 21.*	
Candidates are reluctant to ask questions that are perceived to be sensitive for fear they will affect hiring decisions.	Candidates are offered a confidential opportunity to ask about work/life policies and community resources that will not be shared with the hiring committee.
☐ Candidates meet with the search committee, chairs, deans, and graduate students.	☐ Candidates meet with the search committee, chairs, deans, graduate students, and at least one staff or faculty member outside of the hiring process.
☐ URG faculty want information on affinity groups and targeted policies (e.g., stopping the tenure clock, spousal hires) but are afraid of being stigmatized.	☐ URG faculty are given an opportunity to ask questions about campus policies and resources in a confidential space.

Job Ad Composition

Recruiting Intentionally for Historically Underrepresented Candidates

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make recruitment processes more equitable.

Typical Practice	Best Practice
Craft an Inclusive Job Ad: Describe the Position *For more information on related practices, turn to page 24.*	
The language in the job ad is disciplinarily narrow with specific subdisciplines of specialization that often replicate the academic specialty of a previous faculty member.	The language in the ad solicits a broadly trained scholar in the desired field and does not create overly specific qualifications that filter out potentially good candidates.
☐ Faculty are not aware that using narrow search terms often unintentionally filters out candidates from underrepresented groups.	☐ Faculty make sure that ad language is not so specific as to discourage qualified candidates from applying.
☐ If the department needs to fill a specific teaching or research position, the ad does not mention potentially related avenues of interest.	☐ The job ad covers various subdisciplines within the field and indicates an interest in new and emerging fields that can contribute to the department.
☐ Ad language is confined to the specific area of research or teaching and does not communicate an inclusive workplace culture.	☐ Beyond specifying the immediate area of research and teaching, the ad emphasizes additional characteristics, such as an interest in working with students from underserved populations, a commitment to inclusion and diversity, or experience with inclusive pedagogy.
Craft an Inclusive Job Ad: Describe the Department *For more information on related practices, turn to page 24.*	
☐ The job ad describes the major research areas of the department.	☐ The job ad communicates departmental commitment to building a diverse faculty that values equity and encourages applicants from underrepresented groups to apply.
Craft an Inclusive Job Ad: Describe the Institution *For more information on related practices, turn to page 24.*	
Ad highlights the history, location, strengths, and other appealing characteristics about the institution, including an equal opportunity statement.	In addition to the equal opportunity statement, the ad includes a tailored statement indicating an institutional commitment to establishing a culturally and intellectually diverse academic community.
☐ Ad language focuses only on the reputation of the institution and does not highlight opportunities for engagement on campus.	☐ The ad emphasizes opportunities for collaboration and interdisciplinary work across campus and in the community, including any interdisciplinary or area studies centers.
☐ The ad language may highlight the local area but does not mention how the university engages the local community.	☐ In describing the location of the institution, the ad highlights any aspects, including community resources, that may be relevant to underrepresented groups.

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Job Ad Composition (cont.)

Typical Practice	Best Practice
Design Effective Diversity Statements *For more information on related practices, turn to page 26.*	
A standard academic job advertisement requests a cover letter, research statement, CV, and at least three letters of reference. There is no prompt to address diversity.	Job ads include a request for an explicit statement describing the candidate's knowledge of, experience with, and commitment to equity and diversity in teaching, research, service, and/or outreach. Statements can be part of the cover letter, teaching statement, research statement, or a separate document.
☐ Statement prompt is generic and candidates are unsure of how diversity statements are used in the evaluation.	☐ Diversity statement prompt is specific to departmental interests.
☐ Even if the job ad requests a statement on contributions to diversity, faculty haven't agreed on how to evaluate statements and are unsure what types of skills and experience they are looking for.	☐ Statements are assessed on predetermined department needs. Ads clearly indicate that diversity statements are intended to build a more inclusive and welcoming environment.

Pre-Tenure Track Appointments

Leveraging Postdoctoral Programs to Recruit High-Potential, Diverse Talent

Evaluate how advanced your processes around postdoctoral programs and other pre-tenure track appointments are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make pre-tenure track appointments more likely to produce successful tenure-track candidates.

Typical Practice	Best Practice
Analyze Future Hiring Needs *For more information on related practices, turn to page 28.*	
Deans and departments do not consider the various ways that postdoctoral appointments can be leveraged in the recruiting process.	Deans, department heads, and faculty work together to identify postdoctoral opportunities that can meet hiring needs in individual units and take advantage of these programs as recruitment pipelines.
☐ Postdoctoral scholars are not seriously considered as potential future colleagues.	☐ Postdoctoral scholars are evaluated as scholars who will be ready for a tenure-track position at the end of the fellowship appointment.
☐ Postdoctoral scholars are chosen solely in reference to the fellowship program.	☐ Postdoctoral scholars are assessed in relationship to university and college strategic plan goals.
☐ Postdoctoral scholars whom faculty would like to recruit are hired by other institutions because there are no available lines in the desired department.	☐ Postdoctoral scholars are placed in departments in anticipation of near-future retirements and departmental need.
Ensure Departmental Participation in Postdoctoral Searches *For more information on related practices, turn to page 30.*	
Searches for postdoctoral candidates are carried out by the postdoc office, and departments are rarely consulted about how the fellow can contribute to the department.	Departments and academic units are involved in the search process for postdoctoral students by sitting on committees and review panels, actively recruiting, and when possible, helping to tailor ads. Further, faculty within departments actively seek to recruit postdoc scholars who will fill a long-term research or teaching need.
☐ While departments may be aware of desirable postdoctoral programs, they do not participate in the search beyond agreeing to serve as a host department.	☐ Faculty and departments post the ad for the postdoctoral program on disciplinary job sites and distribute the ad to colleagues. When possible, faculty are involved in the search process directly.
☐ Postdoctoral scholars interact with one member of the sponsoring department and do not receive structured guidance and professional development.	☐ Programs submit detailed mentoring plans for each postdoctoral scholar they accept with concrete goals and expected outcomes.
☐ The interview process for applicants is not especially rigorous and the department is only indirectly involved.	☐ Postdoctoral candidates are held to rigorous standards and are vetted by members of the department as potential future colleagues.
☐ Departments have no clear path to hire postdocs they want to bring in as colleagues.	☐ Departments, in conjunction with the dean's office, have a mechanism in place to convert successful postdocs into tenure-track faculty.

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Pre-Tenure Track Appointments (cont.)

Typical Practice	Best Practice
Create Hiring Pathways in the Natural Sciences *For more information on related practices, turn to page 32.*	
Postdoctoral positions are designed exclusively for junior scholars to work on their mentors’ projects and develop skills in the laboratory.	Non-tenure track position for junior scholars in the natural sciences to conduct their own research and develop skills to prepare them for the tenure track.
☐ Postdoctoral scholars are often not hired at the institutions where they have been working because they will be replicating the work of existing scholars.	☐ Junior scholars are appointed in departments with similar but not overlapping research agendas.
☐ Postdoctoral scholars sometimes receive mentorship from senior scholars but it often relates to narrow skill sets rather than development as a rounded scholar.	☐ Junior scholars receive a mentor whose job is to help integrate the scholar into the department and who assists them in developing independent research.
Integrate Postdocs into Departmental Culture *For more information on related practices, turn to page 33.*	
Postdoctoral scholars do not interact with ladder faculty and do not participate in departmental events.	Postdoctoral scholars have an opportunity to present research to members of the department and engage in other departmental events and initiatives.
☐ Postdocs are not asked to present research.	☐ Postdocs are encouraged to present research either at a departmental seminar or workshop or present at a center on campus, and the event is publicized within the department.
☐ Postdocs teach one or more classes but do not receive guidance about how to write an effective syllabus or effective pedagogical tactics.	☐ Postdocs are paired with a teaching mentor either in the department or within the center for teaching and learning and are given strategies for running the classroom.
☐ Postdocs come to campus only to teach classes or go to the library or laboratory.	☐ Postdocs are invited to departmental meetings and events.
Engage Alumni to Create Mentorship Networks *For more information on related practices, turn to page 34.*	
Postdoctoral programs do not keep track of alumni and do not continue to involve them in the program.	Alumni are actively maintained and connected to the program through mentoring initiatives.
☐ Program alumni sometimes come to speak on panels about their experience, but they do not regularly maintain contact.	☐ Program alumni serve as outside mentors to current participants and act as ambassadors for the program at their home institutions.

Applicant Evaluation

Identify Opportunities to More Equitably Evaluate Faculty Candidates

Evaluate how advanced your applicant evaluation processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make evaluation processes more equitable.

Typical Practice	**Best Practice**
Define Evaluation Criteria *For more information on related practices, turn to page 36.*	
Search committees do not jointly come to terms about what characteristics the optimal candidate will have. Without agreed-upon guidelines, faculty may fall back on general evaluative techniques that allow for bias.	The search committee meets before the review of applications to begin to define basic qualifications and identify and rank five to ten search criteria that should be used to evaluate all candidates.
☐ Faculty evaluate candidates without having previously come to consensus over exactly what type of candidate they will seek.	☐ Faculty evaluate candidates on the same agreed-upon criteria.
☐ The search is not informed by an assessment of what teaching and research needs the department will have in the future but rather by an understanding of which position was recently vacated.	☐ The search committee develops their evaluation criteria, taking into account the future needs of the department, understanding which teaching and research experiences are necessary for the department and which are optional.
☐ Faculty prioritize the criteria they search for differently.	☐ Search committee faculty agree on the criteria to be used and their relative ranking.
☐ Faculty are aware of criteria but still rely on potentially biased signifiers such as institution and advisor name to create the long list.	☐ The first round of evaluations incorporates blind reviews, ensuring that faculty are primarily relying on agreed-upon criteria.
Elevate Diversity Statements in the Review Process *For more information on related practices, turn to page 37.*	
Diversity statements, when required, are typically utilized late in the search process—often to decide between remaining finalists—limiting the usefulness of the diversity statement requirement.	Search committees commit to using the diversity statement as an evaluation tool in a stage early in the search process (e.g., before the letters of recommendation) so that candidates with promising diversity statements are more seriously considered.
☐ The CV, including information on institution attended and advisor name, is typically the first item evaluated in a candidate's application.	☐ The diversity statement and possibly the research statement are evaluated first to prioritize candidates with excellent diversity statements over more biased indicators such as institution name.
☐ Diversity statement is often leveraged last to decide between final candidates, meaning exemplary diversity statements may never even be read.	☐ The diversity statements of all candidates are read, allowing their commitment to diversity to have a stronger impact on the ultimate evaluation.

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Applicant Evaluation (cont.)

Typical Practice	Best Practice
Monitor Pool Diversity *For more information on related practices, turn to page 38.*	
As search committees begin to screen out candidates, they do not continue to ensure that their candidate pool remains diverse, effectively overlooking if their work promoting the job opening attracted a representative cross-section of qualified candidates.	The dean, or an assigned associate dean, overseeing the search committee reviews the pool after initial application assessment has occurred to ensure that the pool either continues to be diverse or is as diverse as can be expected in the discipline despite significant documented efforts.
☐ Search committees continue from one stage of a search to another without assessing the racial and gender composition of the pool.	☐ An administrator or selected faculty member regularly reviews searches and has the power to require search committees to repeat earlier search stages.
☐ Faculty members are never asked to detail why any prospective candidates are not selected.	☐ Departments are expected to be able to explain why short-listed candidates were not chosen, especially diverse candidates.
☐ Departments do not track or share with their peers and administrators their efforts to diversify the pool.	☐ Departments are able to demonstrate that they have made efforts to diversify the pool.
☐ Administrators and those in charge of the search are not sure to what diversity benchmark they should be comparing their candidate pool.	☐ Administrators reviewing searches have access to data on the racial and gender composition of the PhD pool and region from which this job will pull to assess whether the search has created a representative list of candidates.
Expand Interview Opportunities *For more information on related practices, turn to page 39.*	
Search committees are typically restricted to approximately three finalist invitations for on-campus interviews. These visits to campus are time-intensive and without any opportunity to speak to candidates prior, many institutions find certain campus invitations to have been a misuse of valuable time.	Departments increase the number of candidates they interact with directly and the likelihood that they interact with a diverse candidate through a screener interview stage or an expansion of on-campus interviews.
☐ Departments interact personally with only those three to five candidates who are invited on campus for interviews.	☐ Departments interact with a wider set of candidates personally through videoconference or phone before selecting those who will interview on campus.
☐ Faculty are “risk-averse” and consistently select majority candidates for on-campus interviews rather than diverse short-list candidates.	☐ Historically, on-campus interviews are as proportionally diverse as short lists.
☐ Faculty are not incentivized to dedicate time and effort that may be required in certain fields to identify promising, diverse candidates.	☐ Committees have the opportunity to invite extra candidates to encourage faculty to identify diverse candidates who qualify for on-campus interviews.

Professional Advancement and Development

Mentoring, Workshops, and Grants to Promote Retention

Evaluate how advanced your professional advancement and development processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make advancement more equitable.

Typical Practice	Best Practice
Analyze Promotion Rates for Disparities *For more information on related practices, turn to page 42.*	
Institutions collect promotion and tenure data through human resources but do not often analyze that data by race/ethnicity, gender, or academic unit.	Every three to five years institutional research provides the provost and deans with tenure and promotion rates by URG group to identify any widespread negative trends.
☐ Data on tenure and promotion is collected but is not regularly shared with the college and departmental leaders.	☐ Academic leaders such as the deans and provost regularly review the data on the progress of their departments.
☐ Data on time to tenure and average promotion rates does not inform professional development offerings.	☐ Professional development staff use data to inform their offerings (e.g., dossier reviews, workshops for associate professors).
Provide Formal Support for the First Year *For more information on related practices, turn to page 43.*	
New faculty are assigned only one senior faculty member from within their department as a mentor. Mentors receive little guidance around the role they should play for their mentees.	New faculty are assigned a team of mentors who provide an immediate network and support in multiple areas, including research, teaching, and social support. Each mentor understands his or her responsibilities to the mentee and agrees to a set mentoring time frame.
☐ New faculty have one assigned senior mentor, and the success of the mentoring relationship relies on personality fit.	☐ New faculty are assigned a network of mentors, alleviating the requirement that they receive all mentoring benefit from one individual.
☐ The sole mentor is a senior member within the home department and likely to be part of the new faculty member's tenure review process.	☐ In addition to the senior faculty mentor from within the department, the new faculty member has a peer mentor and a mentor from another department, offering him or her a different and neutral perspective.
☐ Mentors are generally unaware of new faculty onboarding needs.	☐ Senior mentors are offered guidance on new hire onboarding needs.
☐ Mentor relationships are unstructured and open-ended.	☐ Mentors and mentees determine agenda before meeting and commit to one year of regular mentorship.

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Professional Advancement and Development (cont.)

Typical Practice	Best Practice
Define and Distinguish Mentoring Roles *For more information on related practices, turn to page 44.*	
There are few parameters for the mentor/mentee relationship, which means the relationships often fail to meet mentee objectives and do not sustain over time.	Mentors and mentees set expectations for the relationship, such as frequency of meeting, goals and objectives, and planned communication methods.
☐ Mentors are assigned without taking into account potential dynamic of mentor and mentee.	☐ Department chair helps facilitate pairings and takes feedback from both mentor and mentee into account.
☐ Mentor and mentees meet when mentee requests a meeting and there is no preset schedule.	☐ Mentors and mentees jointly set meeting times for regular intervals at beginning of the year or semester.
☐ Mentor is unsure of needs of mentee and mentee is unsure of how to communicate what mentor can do to assist.	☐ Mentors and mentees jointly identify what types of support the mentor can offer.
☐ Mentee expects mentor to provide guidance on areas outside scope of mentor/mentee framework or outside of mentor's specialty.	☐ Mentee seeks guidance from other sources when support is needed outside of departmental mentorship, and mentor helps to connect mentee with other scholars when possible.
Clarify Expectations in Tenure and Promotion *For more information on related practices, turn to page 45.*	
Universities publish formal tenure and promotion criteria; however, departmental requirements can be ambiguous. URG faculty, often isolated in their department, are disproportionately affected by this lack of clarity.	Institutions help clarify tenure requirements by providing formal and informal access to faculty leadership and community-building professional development opportunities.
☐ Junior URG faculty in particular have few opportunities to interact with senior faculty outside of formal settings, which discourages asking questions about specific tenure cases.	☐ Universities and colleges provide access to faculty leaders in a more relaxed setting where junior faculty feel comfortable asking clarifying questions.
☐ Universities offer general professional development workshops, which review basic promotion criteria and skill-building.	☐ Professional development explores institution-specific requirements and addresses the particular challenges that URG faculty face.
☐ Workshops on tenure and promotion are typically descriptive, not offering junior faculty the opportunity to actively work on projects in a group setting and receive feedback.	☐ University professional development workshops offer concrete opportunities to advance the academic portfolio and build community.
Design Plans to Guide Faculty to Full Professor *For more information on related practices, turn to page 46.*	
Unlike the tenure process for junior faculty, promotion to full professor, requiring self-nomination, has no formal timeline and significantly less central guidance.	Chairs conduct regular forward-planning reviews with tenured faculty to ensure they are aware of their status in the progress to promotion. The university also offers workshops targeted at associate professors, addressing requirements for promotion to full professor and work/life balance issues.
☐ Tenured faculty do not have regular reviews, and those reviews that do occur focus on what has been done to date.	☐ Tenured faculty meet with department chairs and discuss medium and long-term goals around promotion to full professor, including specific resources available to support faculty development and promotion.
☐ Professional development and promotion initiatives focus exclusively on pre-tenure faculty.	☐ Workshops and panels specifically address how promotion to full professor differs from the promotion to associate and gives faculty concrete advice about the challenges related to advancing up the ranks.

Professional Advancement and Development (cont.)

Typical Practice	Best Practice
Provide Individualized Professional Development Grants *For more information on related practices, turn to page 47.*	
Most professional development opportunities are not project- or task-specific, making them less relevant for associate professors or for URG faculty who often have difficulty finding mentors within their own departments	The university offers an opportunity for faculty to self-identify a project-based area of professional development, apply for grant funding, and connect with mentors and peers across and outside the university.
☐ Faculty are encouraged to seek outside funding but are not given a path to facilitate collaboration that would improve the chances of a successful application.	☐ Faculty can apply for small grants to facilitate team-based projects or acquire a skill that will help advance some aspect of their portfolio.
☐ Grants are available for specific projects.	☐ Faculty apply for development grants that they can tailor to their specific needs at particular career stages and across disciplines.

Dean-Level Strategic Hiring Initiatives

Leveraging Interdepartmental Budgetary Structures to Impact Diversity at Scale

Evaluate how advanced your dean-level hiring initiatives are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column ("Typical Practice"), turn to the relevant page of this diagnostic for further information on how to make hiring initiatives more successful.

Typical Practice	Best Practice
Conduct Cross-Departmental Searches *For more information on related practices, turn to page 50.*	
Even in departments where lines revert to the dean's office, lines are automatically rolled over for the position most recently vacated.	Deans consider the strategic needs of both departments and the college, including diversity and student success, and use several lines to fulfill wider mission-driven goals.
☐ Faculty searches are conducted within one department, and lines are allocated to a disciplinarily specific position.	☐ The dean holds back a few faculty lines for which departments compete by identifying exceptional and diverse candidates.
Clarify Cluster Hire Evaluation Procedures *For more information on related practices, turn to page 51.*	
Institutions avoid cluster hiring because of concerns regarding theme selection and tenure and promotion processes.	Institutions design an equitable cluster theme selection process and a clear tenure and evaluation procedure for cluster hires and, when resources are available, leverage cluster hires to increase faculty diversity.
☐ Cluster themes are chosen by the central administration without much transparency about why certain themes were selected.	☐ When faculty meet promising possible candidates at conferences or other events, they save their information (e.g., names, discipline).
☐ Cluster hires feel overburdened by responsibilities assigned them by both the home department and the cluster itself.	☐ Departments and cluster leaders meet with new cluster hires to create statements of expectations regarding how the cluster hire will be expected to split their time.
☐ Cluster hires are disadvantaged in the tenure and evaluation process because their unique interdisciplinary work is not taken into account.	☐ Institutions develop a cross-disciplinary tenure and promotion process that ensures interdisciplinary work done by the cluster hire is fully recognized and rewarded.

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