



University of Tampa  
Recruiting Minority Faculty & Selection  
Committee Discussion

## Presidential Snapshot: Dr. Sonel Y. Shropshire

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- Former 10-year Assistant Dean & Faculty Member - *Washington College, University of Florida, Stetson University, Texas Wesleyan University, Loyola Marymount University and UCLA*
- Member of WH HBCU Initiative - *western liaison for academic institutions for minority awareness*



- Located in Los Angeles, CA (2006)
- Ranked #1 Minority Recruitment Firm for Faculty, Staff, Administrators and Students
- Conducted over 425 regional and campus workshops, including 3 national conferences (*Graduate, Faculty & Leadership*)
- Worked with 387 academic institutions on diversity strategy
- On tap for 2013-2014: *Presidential Diversity Leadership Summit (STEM Academic Advisory Commission (SAAC) w/ NIH*

What really  
matters?  
Two things,  
plus one



# Ideas vs. Implementation

- Disconnect between the strategies and actionable techniques to move forward
- Key is to explore where it “stops” not where it continues
- “Water hose” theory



# Faculty Selection Committee Landscape

- Recruitment vs. Outreach\*  
*Is there a difference?*
- Pre-Evaluation
- Evaluation
- Review
- Invitation/Interview Process
- Analysis and Selection

*\*not exclusive to selection committee  
(coordinate efforts with campus-wide avenues)*



## Outreach “Guidelines” begin with Diversity Statement

- Diversity vs. Mission Statement -is there a difference?
- Components of Effective Diversity Statement?
- Primary focus vs. Sub-categories of Diversity
- Placement of Diversity Statement (Rule of Three)

# Good examples of diversity statements\*

- The **Rider University** community is composed of faculty, staff and students from a wide range of cultural backgrounds and it embraces a diversity of programs, ideas and people. Candidates who understand the value of diversity in education are highly desirable.

Rider University is an equal opportunity/affirmative action employer dedicated to excellence through diversity and does not discriminate on the ***basis of age, race, sex, disability, sexual orientation, national origin, religion, or any other non-job related criteria.***

- The **University of Kansas** is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state statutes **prohibits** discrimination on the ***basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, parental status, gender identity, and gender expression.***

\*general goals of the academic institution/foundational



## Committee Checklist: Should include language of reinforcement

“Committees are encouraged to consider candidates from a wide range of institutions, including HBCUs and HSIs, and to carefully examine all of an individual's accomplishments, his or her growth of potential, the diverse perspective that he or she will bring, and any unique contribution the candidate can make to the department.” – [Stanford University](#)

“It is strongly recommended that the search/selection committee, under direction of the diversity officer, take efforts to avoid prematurely ranking candidates based on positive or negative stereotyping.” – [Prince George's Community College](#)

Buzzword Breakdown:

Stanford – including, individual accomplishments, potential, perspective and contribution

PGCC – strongly, avoid, prematurely, ranking, stereotyping

# Models of Faculty Recruitment

(in context to Selection Committee Participation)

## University of Michigan

- View your committee's task as including a process of generating a pool rather than merely tapping it.
- Members attend presentations at national meetings to develop listing of potential candidates

## University of Florida

- The Search Committee and Department Chair should identify at least five professional peers from institutions comparable to UF, as well as others who may have aspects of "under-placement."

# More models...

## University of Iowa

- Think of recruiting as a year-round process: explore and develop networks for potential job candidates
- Start the process earlier – in the fall rather than the spring for the next year
- Use comprehensive evaluations rather than ranking of final candidates\*
- Beware of systems of evaluation which inadvertently screen out MSIs.

## University of Kentucky

- Include an emphasis on commitment to diversity in the job description
- Consult with Academic Affairs and Equal Opportunity (a.k.a. the “bounce-back theory”)
- Address spouse or partner job placement
- Ask faculty and graduate students to ID women and minority candidates.

# Encourage Department-Department Feeder Programs

- Definition: A direct or indirect relationship with a school and its population(a.k.a. Academic Diversity Pipeline)
- Immediate vs. long term gratification (how many nuts and bolts)



# Survey says...

- Survey Question: Who was most effective in corresponding with you in your recruitment?\*

Faculty: 61%

Human Resources: 29%

Senior Administrators: 6%

Students: 3%

Community: 1%

Number in Poll: 2,102 current faculty\*

\*81% persons of color

# Types of Feeders

*Recruitment Rule: Watch for “unconscious” bias*

- 🍌 Historically Black College & University (HBCU)
- 🍌 Hispanic Serving Institution (HSI)
- 🍌 Native American Tribal Colleges
- 🍌 “Home Rule”
- 🍌 Professional Organizations & Alumni Groups

# The Usual Suspects...

Howard University

Morehouse College

Hampton University

Florida A & M University

Spelman College

Ones in your “geographical region”

# HSIs: Inside the numbers

- HSIs represent 6% of all postsecondary institutions and enroll almost 50% of all Latinos in higher education





# The path of exploration

— [ Highest producing areas for Hispanic graduate candidates

— [ **California**

(UC-Irvine, USF, CSU-Northridge, UC-Santa Barbara)

— [ **Texas**

(UTSA, UTEP, St. Mary's, Texas A&M, Univ. of Houston, UNT)

— [ **Florida**

(FIU, Nova Southeastern, Stetson, Univ. of FL)

— [ **New Mexico**

— [ (College of Santa Fe, St. Johns College, UNM)

# Phases of the Feeder

- Phase 1: “Would you be receptive to..”
- Phase 2: Academic material (mailings)
- Phase 3: Invitation and coordination
- Phase 4: Highlight the precedents
- Phase 5: Reinforcement



# Who is effective?

- Academic Advisors
- Career Placement Officials
- Department Chairs
- Faculty Members
- Current Student Body
- Recent Graduates



# What's in a job posting?

- Set the “tone” of the posting
- Preferred vs. Required
- Length vs. Channeling (Applicant Attention Span)
- Knowing what is wanted vs. needed

# Don't just post, search!

## **Key:**

Use resources which have a “*likelihood*” of being viewed by diverse candidates.

## **The WISE Directories**

(free annual listing of women & minority Ph.D. recipients)

- **NSF Survey of Earned Doctorates**  
(shows numerical data about the pool)
- **Ford Foundation Fellows**  
(online directory of minority Ph.D.s in all fields)
- **Mellon Minority Undergraduate Fellowship Program**  
(provides list of minority Ph.D.s and their dissertations)

# When you post, description should...



- **Indicate EO/AA and encourage applications**
- **Using “buzz” language like “Demonstrate success in working with diverse populations OR “Experience in a variety of teaching methods”**
- **Make the description more interactive**

# Example: Univ. of AL

- The Center for Prevention of Youth Behavior Problems (CPYBP) at The University of Alabama is recruiting for a tenure-track faculty position at the assistant professor level starting August 16, 2012. Funding has been approved for this position. The position is broadly defined as one that could require expertise in behavioral genetics, epigenetics, or computational biology. Responsibilities include undergraduate and graduate teaching, research mentoring, development of an independent research program, and pursuit of external funding.
- Candidates for this position should possess a Ph.D. in biology, psychology, anthropology or related discipline, with an emphasis in neuroscience, and demonstrate potential for a distinguished scientific career. Postdoctoral training is preferred.
- *Stay away from The Percentage Rule!*

# Sign me up...

- Founded in 1848, Rhodes College is a highly selective, private, residential, undergraduate college, located in Memphis, Tennessee. We aspire to graduate students with a lifelong passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and the world. We encourage applications from candidates interested in helping us achieve this vision. Rhodes College values an inclusive and welcoming environment. We are an equal opportunity employer committed to diversity in the workforce. Memphis has a metropolitan population of over one million and is the nation's 19th largest city. The city provides multiple opportunities for research and for cultural and recreational activities. Read more about Memphis at <http://www.rhodes.edu/>



# Tips for Academic Outreach

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- “Life Choice” – the important approach
- Explore MSI Councils – Committees, Outreach, Conference Presentations
- Host Events: Show your campus/community “value”
- Mentor the **application and selection process**
- Dedicated “line of correspondence” – chat, blackboard, webpage, email address, etc.
- Establish “degrees of separation”- find something in common

# The message of diversity publications..

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- Keep it simple
  - No long paragraphs, bullets & highlights
  - Create separate brochures (various topics)
  - Postcards versus brochures
  - Contact information at least two places
  - Brand marketing (*make it familiar*)

***Key: Use the power of diversity photos***









# Screening Committee: The Gatekeepers of Faculty Diversity

- Understand immediate and long term impact of the selection process.
- Screening Process = vacation. *Good planning has a lot to do with the outcome. (Positional Safeguards begins with fairness)*
- Achieve academic excellence through diversity and inclusion, not for or with diversity

# Search Committees should...

- Have diverse representation –race, culture, age, gender, perspectives, years or service
- Establish defined procedures (can they be uniform? Can there be a mandate?)
- Experience training on the importance of their diversity mission
- Use the assistance of diversity officers to create interview and reference checking policies and procedures



# Can there be standardized guidelines?

## Theories

- Membership Composition (3 faculty, Senior – Chair)
- Workload (Faculty should only serve on one committee at once)
- Diversity official vs. Assigned advocate for equity.
- Rank - based on expertise and desire to serve

## Quote:

“Our composition is based on the type of faculty position – meaning if assistant, adjunct, full, part-time, concentration, etc. – not blanket assumptions of who would be the best evaluator.”

*- University of Memphis, Office of Academic Affairs*

“Standardized” removes flexibility and comfortable evaluation” - Rutgers

# Unconscious Bias (UB)

The elephant in the room...

- Screening/Selection is rooted in evaluation\*
- Preference vs. Acting on Preference
- Tales of UB  
*(location, etc.)*

*\*most important stage*



# What is pre-evaluation?

- Chair/Members should be examining the pool as applications arrive or become complete (Rolling Process)
- Track where applicants are coming from (publications, HR numbers, statistics)
- Keep “tweaking” based on conclusions reached from pre-evaluation
- Have continuous discussion on what is needed and expected in the applicant pool

# Evaluation

- Receive information in a timely fashion to assist rapid movement (speed is your friend)
- Periodic meetings to review in “batches” – compare the pool to like searches (past and present)


# Review Process

- Incorporate Pre-Selection Interviews within the review process
  - allows candidates to show the “intangibles”
  - use of technology (Skype, etc.)
  - email references to gain additional insight
  - determine do’s and don’ts on questions  
*(work with diverse populations, teaching alternate methods, focus on applied scholarship potential)*

# Transitional Safeguard

- The period between review and actual selection/invitation of campus visit
- System of “Checks and Balances” to ensure inclusiveness and equity
  - Affirmative Action/Equal Opportunity Office
  - Academic Affairs Office
  - Independent Evaluation\*

*\*model growing rapidly with institutions*



## *Tips for a screening committee: The well rounded applicant pool (5 Steps)*

*Step 1: Review the applicants work history or career path*

- *Where does the applicant stack up in terms of teaching experience requirements?*
- *Does teaching experience relate to the course he/she could be teaching.*
- *Is their career moving in the “right direction?”*
- *What is the relative quality of the institutions in which the applicant has taught?*

## *Well rounded...(continued)*

Step 2: Review the applicant's academic credentials

- Do they fit the *required or preferred* credentials?
- Are there other academic honors in their respective degree programs
- Is there further education in progress?



## Step 3: Review scholarship

- Scholarship may be measured in terms of relevance, breadth, volume, stature and quality

Comparison/Analysis: How important/recognized was the body of academic work vs. volume of less “significant” or “challenging” work.

## Step 4: Letters of Recommendation

*(if available)*

- Consider length of time and type of interactions between candidate and reference
- “Read between the lines” avenue of exploring true indications of reference
- Look for the intangibles within the reference letter

## Step 5: College/University Mission

- How does the academic and professional background connect with the institutional mission (not just of diversity, but accomplishment, inclusiveness and attitude).
- Is there a current faculty member who had similar attributes – see the potential development as a colleague.
- Compare the mission of most recent education.

# THE CAMPUS VISIT – DO'S AND DON'TS

- Don't overwhelm
- Allow candidates to meet with non-diverse colleagues
- Provide itinerary including campus and community leaders (internal vs. external again)
- Allow candidates to meet with diverse colleagues – variety of background, experiences, etc.
- Show candidate departmental research, teaching and service expectations
- Establish a system of communication follow-up (Rule of 3)

# Academic Surveys

- Surveys – what can they accomplish?
- Pressure Gauge – “would you be receptive to....”
- Manner of survey – basic goals! Incentive (if not anonymous survey)
- Provide insight as to why conducting survey?
- **Buzz language** “Enrich the needs of our district for the benefit of our teachers, staff and students.”
- Show results of the survey – the good and bad!
- See your “competitor’s” data & compare (research)