Recruiting a Diverse Faculty

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Arts, Sciences & Engineering
Faculty Diversity in AS&E

A diverse faculty has the greatest potential and power to transform the campus climate by providing a rich variety of perspectives that will enable students to be global thinkers and actors, to respect diverse values, and to attain a competitive edge as distinguished leaders in their fields. The University draws on the talents of a diverse faculty to build, sustain and enhance institutional excellence and capability through leading-edge research, innovative approaches to teaching and learning, and scholarship that reflects a rich plurality of perspectives.

http://www.rochester.edu/diversity/mission.html
How are we doing in AS&E?

AS&E (2013-14 Faculty) and AAU Faculty (Fall 2012) Statistics

<table>
<thead>
<tr>
<th>% Women Overall</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
<th>% Women Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AS&amp;E 13-14</td>
<td>AAU 12-13</td>
<td>AS&amp;E 13-14</td>
<td>AAU 12-13</td>
</tr>
<tr>
<td>Humanities</td>
<td>41%</td>
<td>49%</td>
<td>52%</td>
<td>46%</td>
</tr>
<tr>
<td>Social Sciences*</td>
<td>48%</td>
<td>42%</td>
<td>30%</td>
<td>41%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>11%</td>
<td>34%</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Engineering</td>
<td>20%</td>
<td>21%</td>
<td>4%</td>
<td>15%</td>
</tr>
</tbody>
</table>

* Social science: includes History; AAU includes fields generally more attractive to women (e.g., sociology).
† AAUs include a select group of private AAUs (self-reported).
# How are we doing in AS&E?

AS&E (2013-14 Faculty) and AAU Faculty (Fall 2012) Statistics  
% Under-represented Minorities (URM)

<table>
<thead>
<tr>
<th>Field</th>
<th>Assistant AS&amp;E 13-14</th>
<th>Assistant AAU 12-13</th>
<th>Associate AS&amp;E 13-14</th>
<th>Associate AAU 12-13</th>
<th>Full AS&amp;E 13-14</th>
<th>Full AAU 12-13</th>
<th>% URM Overall AS&amp;E 13-14</th>
<th>% URM Overall AAU 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6%</td>
<td>14%</td>
<td>15%</td>
<td>13%</td>
<td>0%</td>
<td>9%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Social Sciences*</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>11%</td>
<td>7%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>0%</td>
<td>7%</td>
<td>13%</td>
<td>7%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

* Social science: includes History
† AAUs include a select group of private AAUs (self-reported).
‡ URM as defined by the federal government.
Advertising a Search

An analysis of 700 searches at AAU member institutions indicates that: intentional hires in the form of diversity indicators or interventions do make a difference. (Smith, 2004)

indicators: specific language related to diversity in job descriptions, department or sub-field related to diversity; interventions: spousal hires, targeted hires, incentive funds, cluster hiring, expanded job descriptions
Maximizing the pool of strong candidates

- Individual contact with colleagues and students
- Letter/email campaigns to encourage applications
- Support for faculty recruitment at high impact events (based on faculty interest/application)
- Attendance at annual Compact for Faculty Diversity
- Ad in *Diverse Issues in Higher Ed* for all searches; website links to all search ads
Avoiding Bias during the Search

- Research shows that many standard search committee practices are unintentionally biased against under-represented groups (Moody, 2007).
Best practices from AS&E Depts

- Leverage recent contacts with faculty writing for tenure cases.
- Identify winners in competitions/fellowships aimed at diverse participants.
- Identify key mentors in field and personally request that they help advertise position.
- Send personal invitations to apply to participants in “Future Faculty” forums.
Best practices during a Search:

- Assign or recruit one search committee member to monitor process, including instances of bias, and advocate for under-represented candidates.
- Include an outside member.
- When possible, include representatives of under-represented groups.
- Avoid having a single person such as the chair, provide the first “filter” for all applications. Distribute early review across a wide group of committee members (FORT facilitates this).
Best practices (cont.)

- Do not “rank” candidates until very end of process.
- In letter reading, take care in interpreting language about women vs. men.
- Take care evaluating institutions where the candidate may have earned his/her undergraduate degree or doctorate; many issues determine where a person obtains their education.
Information at each stage of the search

1. We will provide demographics of recent graduate pool in research area, from IPEDs.

2. Demographics of applicant pool (after application deadline) submitted with short list – this info is available from FORT (provided by Tammy).

3. Demographics of short-list pool will be provided to Deans for their review.

4. At conclusion of year, aggregate demographic data will be provided on national pool, search pool, short list and hire.

Goal: Applicant pool and short list that reflect demographics of the graduate pool.
Short-List Considerations

- Narrative provided with the short list should address any opportunities related to diversity that should be brought to the attention of the Deans.

- Ethnicity and gender of candidates need not be identified by the search committee.
The Model Visit

- Appoint a search committee member to personally host each faculty candidate
- Assist support staff in arranging schedule
- Ensure a *full* schedule. Involve entire department, plus faculty in allied departments
- Aggressively advertise talks to students, classes, and faculty to ensure a healthy audience. Hold talks in public rather than departmental spaces.
- A good (or bad) experience during the visit will have a long-term effect on the overall success of future University recruitment.
Outcome of 2012-2013 Efforts

- Total 25 searches
  - 20 hires (2 January 14 start; 9 July 14 starts; 1 January 15 start)
  - 4 URM faculty
  - 5 female faculty
- New orientation to AS&E held each Fall for new faculty
Recruitment and Retention

- The Search is just the first step in the process – Search Committee members play a crucial role in recruiting, mentoring, and retaining future faculty.
- Committee members typically know the candidates better than any other faculty members.
- Success is determined 7-10 years in the future...
Target of Opportunity Hires

- Succeeded in bringing in a new faculty member through this mechanism in 2011.
- Departments should always be on the watch for target-of-opportunity hires; outstanding scholars who may be on the move.
Resources for Search Committee

- FDO’s can serve as first point of contact for any questions/issues that arise.
- Link to OFDD Search website: http://www.rochester.edu/diversity/faculty/facultysearch.html
- We will provide information on potential targets from the National Registry.
Legal Obligations

- **Documentation** – Keep track of advertising and search committee deliberations (for 3 yrs)
- **FORT system** provides a system for documentation.
- **Individual searches** may be spot-checked by Legal Office for procedure.
- See memo for tips on legal issues that may come up during interviews (website).