

## **RECOMMENDATIONS**

### **STRIDE 2019-2020**

#### **Before the search begins:**

- A good way for institutions to strengthen their commitment to diversity is to explicitly incorporate faculty diversity as a goal.
- Encourage each department to have a forum or a roundtable discussion .... (to discuss the importance of diversity and inclusion)
- (Develop diversity plans for each unit through an inclusive process.)
- (Develop “buy in” to the importance of diversity and inclusion at the unit level)
- Invite leading researchers who have expertise in the area of faculty diversity to present findings to the college (or unit) as a whole.
- Conduct inter-group dialogue sessions with students to discuss their perceptions of the faculty's racial composition and its effect on their learning.

#### **Recruiting begins BEFORE you have a position.**

- Network directly with young scholars, including your own students.
- Foster connections with other institutions to identify and track promising candidates.
- Widen the pool: actively pursue candidates thriving at lower-ranked institutions.
- In general, go beyond the “usual” set of institutions from which you might consider candidates

#### **Do not rush the hiring process.**

- Conduct searches early in the semester.
- Give search committees plenty of time, and do not staff them with the busiest people.

#### **Rethink the “normal” ways of selecting candidates**

- Focus on the work, not the CV
- Consider department needs beyond area fit
- Remember that candidates from “best” schools aren’t necessarily the best scholars

### **Make your searches as broad as possible.**

- Define your search as broadly as possible.
- Job description should include as many areas as possible.
- Consider using a single committee for all open searches in your unit.

### **Creating the position description**

- Include language in advertisement specifically expressing interest in diverse candidates
- Where appropriate, label qualifications preferred instead of required; use *should* instead of *must*.
- Whenever possible, be flexible with arbitrary numeric measures, such as years of experience.
- In addition to a letter of application and a curriculum vitae, request other materials such as copies of articles, ..., and samples of course syllabi.
- Ask applicants to describe their experience with diverse students and working on multicultural environments

### **Be active!**

- Don't just wait for applications to arrive. Seek and encourage URM students to apply
- Make telephone calls.
- Send personalized letters to potential applicants or to those who might refer potential applicants.
- Write e-mails.
- Talk face-to-face with people who might nominate potential candidates, stressing the institution's commitment to diversity.
- Approach potential applicants at professional meetings, and personally encourage their application for the position. Consult with minority faculty members on campus about the types of outreach they consider most effective.

### **The Evaluation Process**

- Be careful if you make a first cut "good" and "bad" pile.
- Focus on all the work done by the applicants, not just the first page of their CVs.
- Consider unit needs beyond area fit.
- Remember that candidates from the "best" schools aren't necessarily the best scholars.
- Discuss and define evaluation criteria in advance.
- Allocate approximate importance (weight) for the criteria.

- Global assessments of candidates are more consistent with stereotypes.
- Consider alternatives to simple rank ordering (*maybe create summaries*).
- Calibrate your evaluations by discussing 1-2 applications in detail before beginning the review process.
- Self-correction: Be aware of the possibility of your own implicit bias.
- Be aware of the potential different environments the candidates have been in during their whole career.
- Avoid overweighing 'liking' or personality fit, which favors candidate consistency with implicit biases.
- **Slow down and be deliberate!**

### **The Campus Interview**

- Ensure that all candidates meet a diverse set of people, including graduate and undergraduate students and staff.
- Distribute appropriate policy information to all candidates before or during their first visit. (ex: family friendly policies, partner hiring options, quality of school systems in the area, etc. ...)
- Candidates should be made aware of the kind of presentation they will be expected to make and of the audience for it.
- Candidates should be asked if there are special people, special groups of people, or special locations they would like to meet or visit.
- If the candidates have questions or issues related to religion, please use our Dept. of Religious Studies as a resource ([religiousstudies@utk.edu](mailto:religiousstudies@utk.edu))
- Prior to the visit, ask the candidates if they wish for one or two 15-20 minute private breaks to be included in the schedule (for prayer, lactation, etc.). If the answer is affirmative, ask when they would like for them to be scheduled.
- If raised by the candidate, the interests and needs of the candidate's family or partner should be addressed during the interview.
- Too often emphasis is on evaluating the candidate and not on attracting the candidate.
- Think carefully about how you're presenting your department, the university, and Knoxville