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 URMs 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)
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.