

The EDGE in DIVERSE and INCLUSIVE HIRING

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While this guide makes discusses faculty to a larger extent; the guide may also be used when considering staff and other appointments. Make sure you identify and liaise with the correct office in the college and/or university to align hiring procedures to requirements and expectations.

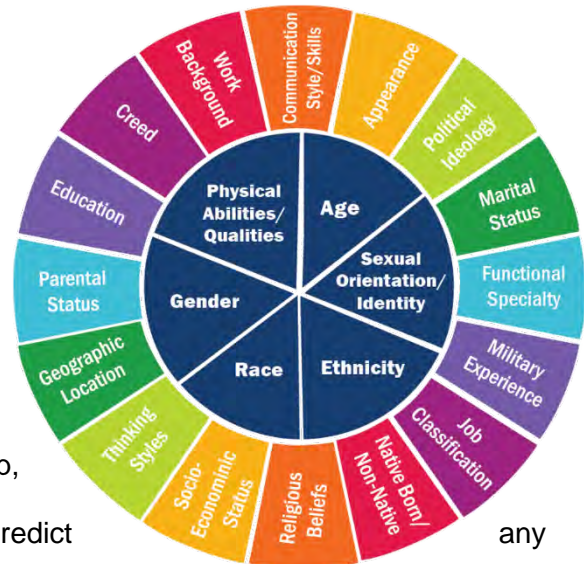
For Questions or Comments, contact Noelle Arnold and/or Tasha Snyder. We are happy to talk and brainstorm with all faculty members serving on search committees.

To serve current and future student populations, multiple and diverse perspectives are needed at every level of college support, teaching and governance. The more diverse colleges and universities are, the more likely all will be exposed to a wider range of perspectives and to ideas drawn from a variety of life experiences.”¹

--Debra Humphreys, AAC&U,
The Ford Foundation Campus Diversity Initiative

What Does the Research Say?

Diversity encompasses complexities in perspectives, identities, and points of view. Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, and age. These differences are important to understand but they do not predict individual's values, choices or responses.²



any

Diversity Wheel, Loden & Rosener, 1990

There is no one formula for diversity. However, there are some common foundations in creating diverse spaces and places:

- **Diversity should be intentional.** Good intentions alone cannot guarantee success in creating a diverse working or academic environment. Having people who are accountable for—and monitor—diversity increases the likelihood of it happening.
- **Diversity must be persistent.** Organizations are more likely to attract and retain diverse talent when they are innovative and persistent in their outreach. , nourish a sense of belonging, and put in place specific procedures.
- **Diversity should be action oriented.** Symbolic initiatives rarely improve the chances for increasing diversity
- Notably, research shows that diversity leadership, targeted recruitment and mentoring appear to be more effective than common initiatives such as diversity training and diversity performance evaluations.
- **There should be responsibility and institutional authority regarding diversity.** No matter how sincere the goal setting, merely caring about diversity is not enough.

Inclusion

“Diversity” and “inclusion” are so often lumped together that many assume they are synonymous. In the context of the workplace, diversity equals representation. Without inclusion, however, the crucial connections that attract diverse talent, encourage their participation, foster innovation, and lead to business growth won't happen. “Diversity is being invited to the party. Inclusion is being asked to dance.”³

¹ Dumas-Hines, F. A., Cochran, L. L., & Williams, E. U. (2001). Promoting diversity: Recommendations for recruitment and retention of minorities in higher education. *College Student Journal*, 35(3).

² <https://www.luther.edu/diversity/about/what-is-diversity/>

³ <https://vernamyers.com/>

“Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.”⁴ Leveraging differences and creating an inclusive culture is not something that happens by chance. That kind of cultural transformation requires that we deliberately engage our thoughts, mold our beliefs, and modify our behaviors. Kaleidoscope Group created the term “conscious inclusion.”⁵ This involves the thoughts, beliefs, and behaviors that allow an organization to “value and leverage differences.”

Minimizing Bias

Consider incorporating the following evidence-based interventions⁶ to minimize bias and ensure an equitable search:

- **Document the entire search process.** Creating a record of search committee discussions, advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and correct as needed.
- **Educate committee members on hiring biases.** Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly.⁷
- **Establish evaluation criteria.** Deciding in advance of reviewing applications which criteria will be used, and how they will be weighted, will help evaluators avoid common cognitive errors⁸ such as:
 - a) **Elitism**—assuming that individuals from prestigious institutions are the best candidates without viewing all applications more closely and/or considering the needs of the department;
 - b) **Shifting standards**—holding different candidates to different standards based on stereotypes;
 - c) **Seizing a pretext**—using a minor reason to disqualify a candidate without properly considering all other criteria;
 - d) **Ranking prematurely**—designating some candidates as more promising than others without fully considering strengths and weaknesses of all applicants; and
 - e) **Rushing to judgment**—having strong group members, particularly those with seniority, reach and express consensus without sufficient discussion, which may make it difficult for others to challenge those conclusions.
- **Spend sufficient time reviewing applications.** Allow adequate time for the committee to evaluate applications, to decrease the likelihood of arriving at biased judgments of applicants.⁹

“Diversity doesn’t stick without inclusion” (Sherbin & Rashid, 2017).

⁴ <https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion>

Sherbin, Laura, and Ripa Rashid. “Diversity doesn’t stick without inclusion.” *Harvard Business Review* (2017): 1-4.

⁵ <http://kgdiversity.com/what-is-diversity-and-inclusion/>

⁶ Isaac, B. Lee, and M. Carnes, “Interventions That Affect Gender Bias in Hiring: A Systematic Review,” *Academic Medicine* 84, no. 10 (2009): 1440–1446.

⁷ 8D. C. Hahn and R. L. Dipboye, “Effects of Training and Information on the Accuracy and Reliability of Job Evaluations,” *Journal of Applied Psychology* 73, no. 2 (1988): 146–53.

G. P. Latham, K. N. Wexley, and E. D. Pursell, “Training Managers to Minimize Rating Errors in the Observation of Behavior,” *Journal of Applied Psychology* 60, no. 5 (1975): 550–555.

J. T. Sheridan, E. Fine, C. M. Pribbenow, J. Handelsman, and M. Carnes, “Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center,” *Academic Medicine* 85, no. 6 (2010): 999–1007

⁸ JoAnn Moody, *Rising above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees*, 2010. (To order this monograph go to JoAnn Moody’s website, <http://www.diversityoncampus.com/id13.html>)

⁹ R. F. Martell, “Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women,” *Journal of Applied Social Psychology* 21, no. 23 (2010): 1939–1960.

S. Sczesney and U. Kühnen, “Meta-Cognition about Biological Sex and Gender-Stereotypic Physical Appearance: Consequences for the Assessment of Leadership Competence,” *Personality and Social Psychology Bulletin* 30 (2004): 13–21.

- **Create multiple rankings based on different criteria.** Rather than a single ranking system based on holistic assessments of candidates, a more objective way to build a shortlist is to rank candidates on different criteria and then choose candidates who rank highly on a number of criteria.
- **Interview more than one woman and/or underrepresented minority candidate.** Women and underrepresented minority candidates are more likely to be evaluated fairly when they are not the only candidate of their gender, race or ethnicity under consideration.¹⁰ This phenomenon may result from the gender and/or race of the applicant becoming less prominent in a more diverse pool of applicants.

Making Your College Ready for Diversity

Diverse candidates are attracted to positions various reasons. Salient factors enhance a position's attractiveness. Among these factors are:

- Campus and community demographics;
- University centers and/or institutes that focus on promoting a diverse and inclusive campus.
- Special research opportunities with specific groups or in specific situations, e.g., migrant farmers, inner-city communities, special library collections, state/federal prisons, Native American reservations, industrial plants;
- Type of research conducted or valued;
- Presence of other employees of color;
- Administrative support for people of color to assume leadership positions;
- Possibility of achieving tenure and being promoted in rank;
- development opportunities and mentors;
- Success of other employee of color in the program and/or on campus;

Affirmative Action @ OSU

As an equal opportunity, Affirmative Action employer, all advertisements and announcements for university positions must be in compliance with the university affirmative action program and with state and federal regulations.

The Ohio State University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality workforce, to reflect human diversity, and to improve opportunities for minorities and women. The university embraces human diversity and is committed to equal employment opportunity, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Resources:

OSU Policy 1.10 - Affirmative Action, Equal Employment Opportunity, and Non-Discrimination:

<http://hr.osu.edu/elr/affirmativeaction.aspx>

Affirmative Action Plan for Veterans and Individuals with Disabilities:

<http://hr.osu.edu/public/documents/hrpubs/vetmgrbroch.pdf>

OSU Policy 4.45 – Equal Employment for Individuals with Disabilities:

<http://hr.osu.edu/elr/affirmativeaction.aspx>

W. L. Tullar and T. W. Mullins, "Effects of Interview Length and Applicant Quality on Interview Decision Time," *Journal of Applied Psychology* 64, no. 6 (1979): 66–674.

¹⁰ M. E. Heilman, "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool," *Organizational Behavior and Human Performance* 26 (1980): 286–295.

- Infusion of diversity issues into the curriculum;
- Social support network in the community;
- Community resources that include ethnic churches, stores, restaurants, hair stylists, and professionals of color to provide medical, dental, and legal services; and,
- Availability of a large metropolitan area within a short traveling distance when institutions are located in small communities.

The Search Committee

Diversity of the Search Committee

When building a search committee, one should consider factors including potential committee members' **relevant expertise, diversity, ability, and willingness to interrupt assumptions and biases and support the candidacy of highly qualified non-traditional applicants, and experience serving on search committees.** Every committee member's participation at all stages of the search will help to obtain the strongest and most diverse applicant pool possible.

The greater the diversity of your search committee, the more potential networks you will be able to leverage to publicize the job opening. Different people may provide diverse insights when evaluating candidates, bolstering the robustness of the committee's assessment of applicants. The presence of people of color, people with disabilities, LGBT people, people of different genders, and other diverse individuals on search committees can also signal to candidates that OSU values diversity and is an inclusive community where they will be welcomed.

Identify a Diversity Advocate. In order to ensure that the search is exhaustive and gives due consideration to all candidates, the search committee is required to appoint a Diversity Advocate (DA). Although all members should be trained on issues of diversity and affirmative action and make certain that best practices in fair and open searches are followed, the DA can help the committee stay focused on these efforts. A specific action that a person in this role could take is to review the applicant pool and candidate shortlist to ensure adequate representation of women and underrepresented minorities. Another is to ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments. The DA is also responsible to ensure that all candidates are reviewed equitably, that the committee processes are fair to all applicants, and to write the EEO report and submit it to the Office of Faculty Affairs for approval before candidates are brought to campus for interviews. Successful searches that will be approved to move forward will be able to demonstrate due diligence in ensuring that applicant pools reflect the wider pool of potential candidates, and that include diverse candidates among those recommended for a campus interview. Consider asking a respected tenured faculty member to serve in this role, who may feel more comfortable with such advocacy than an untenured faculty member. This person should preferably not be the only underrepresented minority or the only woman on the search committee.

Note: Make sure the full committee understands this and be ready to address power imbalances that may make junior faculty or staff, women, and minorities less likely to speak up.

The Charge to the Search Committee

At the search committee's first meeting, the administration should provide a charge to the committee clearly conveying the hiring authority's expectations for the particular search. Items that may be addressed in the charge include:

- The general timeline for the search, importance of attending all committee meetings, and level of interface with the search committee chair throughout the process. The need to fill some positions quickly should be balanced with the imperative to conduct a thorough and deliberate search to ensure a broad pool of applicants can apply and the best candidate is selected.
- The administration's expectation that the committee will conduct robust proactive outreach for the position to increase the likelihood of diversity in the pool of top applicants. Discuss ways the committee can do its due diligence when determining the diversity of the potential pool of candidates, and in recruiting diverse candidates.
- There is a need to review all applications fairly, thoroughly and consistently, and to conduct multiple reference checks for finalists.
- The number of candidates/finalists who should be brought to campus for interviews.
- The committee give the Dean an unranked list of finalists that includes the committee's comparative evaluation of the finalists in narrative form.
- The committee chairperson's role as the spokesperson and contact point for all inquiries regarding the search. This helps ensure that questions about the search are answered consistently in both scope and substance.

It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences." -- Audre Lorde

Advertising

All tenure-track, clinical, and research faculty searches must entail a vigorous national search in addition to the internal posting. OAA will, on rare occasion, waive the requirement for a national search, but the unit and college must be able to convincingly demonstrate why doing so is in the best interests of the unit and university. OAA approval is required to waive a national search for a tenure-track position. College approval is required to waive a national search for a clinical or research position.

External advertising should provide for the maximum possible flexibility in hiring since any offers extended must be consistent with advertising. If the unit advertises for a faculty member in a particular subspecialty, it cannot fill that position with someone in an entirely different subspecialty. To do so would mean that not only has the unit missed the opportunity to locate the best possible candidate among persons in the latter subspecialty but has also deprived these persons of the opportunity to apply. By the same reasoning, it is better to designate the salary as negotiable than to state a salary range, and to advertise for all possible ranks unless there is no possibility that the offer will be made above the highest advertised salary or rank.

Position Announcements

Announcements should typically contain three pieces of information:

- An overview of the department/institution
- Primary job responsibilities
- Qualifications for the position

Commitment

Women and faculty from underrepresented groups are more likely to be hired if the position description encourages applicants with qualifications and experiences in enhancing diversity and inclusion.¹ A diversity sensitive position announcement should include the above information as well as content that addresses the following:

- The importance of issues of diversity and inclusion
- The value placed upon those who can share and teach differing points of view
- A description of an atmosphere where underrepresented members receive support from other members

If there are diversity objectives and goals of the university, department and/or college, these should be included.

Examples:

- *The university has a student body of over X undergraduate, graduate, and first professional students, including X percent of students of color and X international students from X countries.*
- *EHE aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of underrepresented individuals*
- *EHE places a high priority on the creation of an environment supportive of the promotion of ethnic and racial minorities, women, and persons with disabilities.*
- *EHE seeks to create a work environment and organizational culture that reflect a rich diversity of individuals and thoughts and a climate for the success of every employee by appreciating the uniqueness that each one brings to the workplace.*
- *In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, EHE actively encourages applications from members of all groups.*

Additional Resources OSU Policy 4.10 – Recruitment and Selection

<http://hr.osu.edu/public/documents/policy/policy410.pdf>

OSU Policy 4.15 – Background Check

<http://hr.osu.edu/public/documents/policy/policy1010.pdf>

OHR Professional Tools – Many links for resources on

Attraction/Recruitment <https://hr.osu.edu/hrpmgr2.aspx>

Position Responsibilities

Poorly specified or unclear job qualifications increase the risk that excellent ethnic minority candidates will be eliminated for various undefined reasons, such as that they were “not qualified” as faculty for the program.

Examples:

- *Develop a program in Asian-American Psychology*
- *Develop training models and curricula designed to reduce physical and mental health risk in ethnically diverse populations*
- *Serve as role models for African American, Latino, or Native American students*

The key in position postings are clarity/specificity and adaptability. A tendency toward the comfort of homogeneity also results in committees not hiring candidates that fit their own model. Moving away from being satisfied with candidates who are most similar to existing faculty to considering candidates that are different involves more expanded and innovative ways of thinking

about faculty positions. This adaptability in thinking about job qualifications is part of understanding and valuing diversity and creates the opportunity for attracting applicants who can make significant contributions, initiate new ways of thinking, and introduce more diverse viewpoints.

Qualifications

Alternative career paths. Career paths for underrepresented individuals may vary in comparison to mainstream and/or white candidates. Therefore, when developing job qualifications, search committees need to identify characteristics that allow for more varied backgrounds and experiences. This helps to prevent underrepresented groups and others who may have less traditional career paths from being eliminated from the pool of viable candidates for a position. When planning for hiring, consider

- If a similar, but not parallel, work history provides enough experience for an applicant to assume a position.
- If the candidate has potential that, with support and mentoring, could develop the ingredients of a successful faculty member.

Search committees must be sensitive to differences and guided by this awareness when outlining the important and unique qualifications desired in a job applicant. Although this way of thinking may not be new, its use in developing job qualifications that are later used in the selection and screening process can contribute to broadening the committee's perspective, thus promoting, and supporting diversification in the pool of candidates to be considered for a given position.

Language Matters

Be mindful of the language used to describe the responsibilities of the position. Qualifications described in the position announcement should focus upon opening the pool to a wide range of applicants. Use a broader definition of scholarship that encompasses specialties in diversity issues. Abilities to teach in several areas should be the aim in developing the list of qualifications. A search committee would find it useful to keep in mind that the experiences of ethnic minority candidates may not mirror those of majority candidates, but that does not mean that ethnic minorities are less able or less qualified.

Beware coded language. Take care not to develop requirements that either exclude certain candidates during the search and screening process or discourage candidates from applying when they read a position announcement. Linguistic analysis shows that word choice in job descriptions influences who is interested in applying for a position.¹¹ Consider gendered, raced, and other types of language that induce perspectives or heuristics that may gate-keep or cull certain groups from the applicant pool. Below is a list of phrases (drawn from UC Berkeley guidelines) that can be included in the job description to communicate that OSU/EHE actively seeks to build and support a diverse community of scholars:

Family-Friendly/Work-Life Balance Language

- *“The department welcomes applications from individuals who may have had nontraditional career paths, or who may have taken time off for family reasons (e.g., children, caring for disabled or elderly family), or who have achieved excellence in careers outside of academia (e.g., in professional or industry service).”*

¹¹ Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of personality and social psychology*, 101(1), 109.

- “OSU is responsive to the needs of dual career couples.”
- “OSU is committed to supporting the work-life balance of its faculty.”

Diversity Language

- “The school/department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.
- “The school/department is interested in candidates who have a record of success advising and mentoring individuals from groups underrepresented in higher education.”
- “The school/department is interested in candidates who will bring to their research the perspective that comes from nontraditional educational background or understanding of the experiences of those underrepresented in higher education.”
- “The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity.”
- “OSU is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.”

Other

Interdisciplinary or collaborative work. Indicate opportunities for interdisciplinary scholarship and research, including collaborative work in research centers or building new programs. Women and underrepresented faculty are frequently more involved in interdisciplinary, publicly engaged scholarship.¹² Include information about cross-departmental or cross-college collaborations and describe interdisciplinary work. Make candidates aware of interdisciplinary centers and institutes at OSU (such as Kirwan Institute, Nisonger Institute, Crane Center, CETE, Institute for Population Research) that fit with their teaching and scholarship foci; offer to schedule meetings with the candidate(s) and center directors during the campus visit.

Mentoring. Underrepresented candidates respond favorably when there is the possibility of mentoring.

Note: It is important to clearly state responsibilities due to promotion and tenure (PT) requirements. “When it comes to gaining tenure, faculty of color are held to higher -- or even shifting -- standards, compared to their white colleagues.”¹³ A common thread in PT decisions for faculty of color is the shifting expectations, even when these faculty had been hired with an eye toward diversity. The same patterns play out in reappointment and annual reviews for many of these same faculty.

To avoid these kinds of biases, it is important to state why a faculty member is hired, for what purpose and what expectations will be. This allows the underrepresented faculty member to measure their own development as a faculty member along those guidelines and to work accordingly.

Legal Do’s & Don’ts:

<http://hr.osu.edu/public/documents/hrpubs/legaldd.pdf>

¹² Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*, 75(2), 133-160.

¹³ Antonio, A. L. (2002). Faculty of color reconsidered: Reassessing contributions to scholarship. *The Journal of Higher Education*, 73(5), 582-602. Matthew, P. A. (Ed.). (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. UNC Press Books.

Recruitment Best Practices

The university recruits and selects the most qualified individuals for open positions. In all cases, recruitment and selection activities are guided by a commitment to diversity through equal employment opportunity and affirmative action. The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Hiring of non-U.S. residents is subject to specific federal statutes. Questions regarding necessary visas or immigration filings should be addressed to the Office of International Affairs.

The recruitment of tenure-track, clinical, and research faculty to fill vacant positions and the recruitment of associated faculty must be based on a clear and sound plan for the programmatic future of the unit and college and on a realistic determination of the availability of resources to support the appointment. The Dean of the college must give prior approval of faculty searches. This approval will be based at least in part on a determination that the above criteria have been met.

Please see http://oaa.osu.edu/assets/files/documents/faculty_recruitment.pdf for OSU policies on Faculty Recruitment and Selection.

In recruiting diverse talent, strategies must be more intentional and aggressive than circulating an advertisement and waiting for candidates to forward their vitae and resumes. There must be additional strategies. Some include

- Search committees must work with the Office of EEO/AA Services in compiling an extensive list of advertisement sources.
- Circulating announcements should include, but extend beyond, the minority academic community to encompass ethnic minority candidates who work in businesses, corporations, governmental agencies, and the military.
- Recruiting via personal contact and referral is more successful than reliance primarily on placement of advertisements in the *Chronicle of Higher Education*, if the goal is to attract an increased number of diverse applicants.
- Online databases and Internet servers can be employed for placement of job announcements.

Additional strategies include:

- Writing directly to colleagues to request nominations of diverse candidates.
- Contacting temples, mosques, and churches that might list job announcements in bulletins or announce them to the congregation.
- Contacting the National and/or State Black or Hispanic Caucus organizations and state and local legislators and representatives.
- Placing advertisements in periodicals and communications such as *Insight into Diversity*, *Diversity Issues in Higher Education* and *Hispanic Outlook in Higher Education*
- Writing to historically Black, predominantly Latino, and tribal colleges and universities to secure lists of doctoral students graduating in a particular field.
- Contacting local and statewide field-specific associations to secure a list of ethnic minority members.
- Writing to ethnic minority caucus groups (e.g., Black Coalitions of Higher Education) that may have a network of professionals within their organization.
- Sending job announcements to social organizations (Black Greek sororities and fraternities, LULAC, and the NAACP).

Special Opportunity Hire (SOH)

The Special Opportunity Hire (SOH) Fund at OSU is designed to provide incentives to and reward units for successfully recruiting and retaining faculty members who will contribute to diversity and equal opportunity within their unit and, in turn, the university as a whole.

When contacting diverse hires, here is some language you might use:

Ohio State University is an equal opportunity institution and is committed to building a broadly diverse educational environment. The College of Education and Human Ecology is frequently identifying focused hires for the college. These focused hires are broadly considered as experts within their respective disciplines, women, or members of underrepresented groups. Moreover, EHE seeks scholars who can contribute to research, teaching, service, and support of diverse issues. We are contacting you because...

Do not assume that qualified candidates will necessarily apply; often they must be convinced. Some candidates may think their credentials do not fit, that they are too junior, or that they will not be a good fit for the department. Remind them that without knowing who will be in the pool, you cannot predict how any given candidate will compare and ask them to postpone making judgments themselves until a later time in the process. Once they are in the pool, either side can always decide that the fit is not a good one, but if the candidates do not enter the pool, the committee will lose the opportunity to consider them. Another argument to use with junior candidates is that the application process will provide valuable experience if their application is unsuccessful in this search.

- Let applicants know you will be available to meet at professional society meetings. Schedule personal appointments to meet informally.
- Contact colleagues and department chairs personally to make sure they are aware of the job opportunities. Target colleagues with likely recent graduates, departments that are known to have strengths in the area of your job search. Let your colleagues know you are particularly interested in promising women and minority candidates.
- Attend or send materials to meetings attended primarily by women and minorities in the field.
- Ask women and minority faculty to assist with your recruitment campaign.
- Use alumni to help scout out diverse talent. They will have spheres of influence beyond the immediate draw of the department.

The Special Opportunity Hire (SOH) Fund at OSU

Units receiving the funds will be expected to assist in this assessment by providing annual reports on the retention of faculty supported through the program and participating in discussions of best practice for their ongoing mentoring and support. The fund will provide bridge funding, in cash, to help defray the cost of salary support for SOH hires.

These hires will emerge from

1. A targeted search for a faculty member who provides a unit a quality it is lacking, either in experience or expertise, and also possesses attributes that will contribute to the unit's diversity initiatives.
2. A national search where one of several strong candidates bring attributes to the unit that will contribute to the unit's diversity initiatives.
3. In either case, the unit must document its longer-term plans for sustaining the SOH (e.g. In light of enrollment trends, research support, clinical needs, and so on).
4. Associated faculty appointments are not eligible for this program. This program is also separate from our ongoing efforts to support the internationalization of our students and faculty. For this reason, we expect that candidates will contribute to domestic diversity initiatives.

https://oaa.osu.edu/sites/default/files/links_files/1.4hboaa_0.pdf

Advertisement Requirement for Hiring of Foreign Nationals

Many units regularly attract a high number of foreign nationals as applicants for tenure-track faculty positions. The probability of hiring foreign nationals for tenure-track faculty positions is particularly high in the engineering, physical, life, and health sciences.

In order to meet strict U. S. Department of Labor (DOL) requirements for the hiring of foreign nationals, it is essential that academic units place at least one advertisement in a nationally circulated print journal during the recruitment process for tenure track faculty positions.

While many units are beginning to advertise exclusively on-line, such advertisements alone, if not accompanied by at least one print advertisement, do not meet requirements for later sponsorship of foreign faculty for U.S. permanent residency status ("green card").

DOL is unlikely to dispense with the print journal advertisement requirement in the near future. Historically, DOL has accepted advertisements in the Chronicle for Higher Education as sufficient to meet the requirement but prefers advertisements in a journal in a particular field that is likely to yield the highest number of qualified applicants for the position.

The office of international affairs (OIA) is responsible for assisting academic units in bringing faculty members to Ohio State in the most appropriate status. Foreign candidates under serious consideration are welcome to meet with OIA regarding immigration matters during the visit for the on-campus interview. A unit representative should contact OIA to schedule an appointment. Additional information can be found on the OIA website.

Since foreign faculty must obtain permanent residency before tenure can be awarded, a unit's failure to place at least one advertisement in a nationally circulated print journal may make it impossible for foreign faculty to successfully obtain permanent residence and subsequently be awarded promotion and tenure. If you have questions about this or related matters, please contact the Office of International Affairs (OIA).

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The Special Opportunity Hire (SOH) Fund at OSU is designed to provide incentives to and reward units for successfully recruiting and retaining faculty members who will contribute to diversity and equal opportunity within their unit and, in turn, the university as a whole.

When contacting diverse hires, here is some language you might use:

Ohio State University is an equal opportunity institution and is committed to building a broadly diverse educational environment. The College of Education and Human Ecology is frequently identifying focused hires for the college. These focused hires are broadly considered as experts within their respective disciplines, women, or members of underrepresented groups. Moreover, EHE seeks scholars who can contribute to research, teaching, service and support of the values and pillars of the college.

I am contacting you because I believe

Diversity and Inclusion in Application Materials

In addition to the standard application materials, ask applicants to include a diversity statement. This illustrates to candidates that diversity is important to the department and college.

Language Inviting Applicants to Include Diversity Statements

- “OSU University is an equal opportunity institution. Because the University is committed to building a broadly diverse educational environment, applicants may include in their cover letter information about how they will further this objective.”
- “Candidates are encouraged to describe how diversity issues have been or will be brought into courses.”
- “Candidates are encouraged to describe previous activities mentoring women or members of underrepresented groups.”
- “Applicants are encouraged to describe in their letter of intent how their scholarship contributes to building and supporting diverse communities.”

Common Myths

“We are not blame for underrepresentation in academia, and therefore are not responsible.”

Women and underrepresented minorities are not advancing into faculty positions at the same rate that they are receiving advanced degrees and entering academia.¹⁴

“Women and underrepresented minorities in academia are few and difficult to recruit and retain.”

Though the number of women and underrepresented minorities may be low in many fields, their representation in academia is not reflective of their numbers in the pool of available candidates. Institutions are not engaged in bidding wars to recruit and retain underrepresented minority scholars. The most common reasons that faculty relocate are dual career considerations, questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution.¹⁵

“We have a very diverse applicant pool.”

The Applicant pool may be diverse. However, an applicant pool is not the same thing as the candidate pool.¹⁶ Applicants are job seekers who have “applied” for your job opening. Candidates are applicants that the search committee has screened and deemed qualified for the requirements of the job opening. Candidates are true contenders for the position. Failure to distinguish between the two pools could affect accountability to diversify. We encourage search committees to consider their practices for both pools; design strategies for each; and report numbers in those pools appropriately.

“Diversity is a problem.”

No, it is an opportunity. A diversity strategy and plan are an opportunity to differentiate EHE from the competition.

“Diversity is about political correctness.”

¹⁴ Romero, A. 2016. Women in academia facing more prejudices. The Edwardsville Intelligencer February 2016, p. 3.

¹⁵ D. G. Smith, C. S. Turner, N. Osei-Kofi, and S. Richards, “Interrupting the Usual,” The Journal of Higher Education 75, no. 2 (2004): 133–160.

D. G. Smith, “How to Diversify the Faculty,” Academe 86, no. 5 (2000): 48–52.

¹⁶ <https://www.linkedin.com/pulse/you-candidate-applicant-difference-tony-cornett->

Diversity is an opportunity to separate organizations from their competitors. A diverse workforce attracts a wider and larger array of employees, because people feel most comfortable organizations that value diversity.¹⁷ Equity, diversity, and inclusion creates a culture of respect, which in turn elevates an organization's reputation and profile.

“Diversity lowers standards.”

This is one of the most frequently cited reasons for not wanting to invest in diversity. The issue is not a lack of quality — it is that too often, organizations mistake homogeneity for quality.¹⁸ Reflect on your processes and make sure the standards are not based on elitism. **Avoid putting too much weight on a few one-dimensional criteria.** In a recent study¹⁹ authors found ‘merit’ (and what counts as merit) is determined by a discursive prestige hierarchy based on factors such as prestige of the graduate program.

“Diversity is just about race and gender.”

No, it is much broader than that.

“All you need is a diversity of thought.”

Sometimes folks argue that diversity comes from thought. This is a deflection. If you do not actively engage people on different parts of the human spectrum, you will not get as wide a diversity of thought.

“Diversity equals preferential treatment for others and doesn't do anything to benefit me or others in the majority.”

Diversity is the collective mixture of differences and similarities among all individuals in an organization.²⁰ An effective framework should be inclusion-enabling everyone to have an equal voice and an equal opportunity to utilize their talents.

“The hierarchy in faculty hiring is sufficiently strong that we can't explain the structure from meritocracy alone.” -- Aaron Clauset

Clauset, A., Arbesman, S., & Larremore, D. B. (2015). Systematic inequality and hierarchy in faculty hiring networks. *Science Advances*, 1(1), e1400005.

“No diverse candidates were interested in the position.”

Relying on established networks of people and word-of-mouth recommendations create legacies of non-diverse hiring.²¹ Many sources of diverse talent exist.

“Diversity efforts create even worse stereotypes and lead to divisiveness.”

Good diversity training alerts us all to the biases and prejudices.²² Diversity helps build productive collaborations.

¹⁷ <http://www.equalityanddiversity.net/docs/workplace-diversity-programmes-myths.pdf>

¹⁸ <https://www.glassdoor.com/blog/diversity-myths-debunked/>

¹⁹ <http://advances.sciencemag.org/content/1/1/e1400005>

²⁰ <https://ncd.gov/publications/2006/june2006>

²¹ <https://diversity.nih.gov/programs-partnerships/finding-diverse-talent-myths>

²² <https://www.workplacethatwork.com/pdf/Diversity%20Myth%20vs.%20Facts%20-%20The%20Advisor.pdf>

“We should strive for colorblindness.”

Color-blind policies typically backfire, generating more racial tension by stoking rather than lessening implicit bias.²³

“This person is not a good fit.”

Be especially vigilant about statements concerning “fit.” This euphemism is often used to exclude individuals whose demographic characteristics do not match the demographics of the department or field.

Before The Campus Visit

The Phone Interview

- Be aware that some diverse candidates do not do well on phone interviews. Use a holistic rubric that captures the candidate’s skillset rather than personality.
- Quite often, a barrier for women and underrepresented groups is not "what" is asked, but "how" it is asked. Consider the first question in the phone interview might ask the applicant: "Please describe your research history and trajectory", which gave the applicants the ability to describe and put in context all significant life experiences that have contributed to their professional development.
- Be careful to place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such work experience, while evaluations of women with the same kinds of experience go down.
- Make sure that the committee's system of evaluation does not inadvertently screen out well-qualified applicants from historically Black colleges and universities, or other institutions that historically have high rates of graduate of underrepresented students.
- Do not interview a diverse candidate if you do not intend to hire that person or they do not truly meet the needs of the department or college. There has been research that diverse applicants are “used” to meet diversity quotas or policies.

Contact the EHE Office of Equity, Diversity and Global Engagement or the EHE Office of Advancement for stuffed gift bags (SWAG bags) for job candidates. Requests should be made at least one week prior to candidate interview.

Planning for the Campus Visit

- Candidates will ideally have positive experiences, be able to present themselves well, and gather all the information they need to determine whether the University would be a good fit for them. Some preparation will go a long way towards ensuring an optimal visit.
- Provide a diverse view of your department and campus that includes time with the search committee; meetings with students, faculty (including faculty from allied departments) and the administration; a seminar presentation; hosted lunch and/or dinner with a cross section of departmental representatives; and time to explore campus and your community.
- Ensure that on visits prospects meet with female/minority faculty in departments. In accepting a position, a faculty member is making a decision based partly on a judgment as to whether

²³ Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*(3), 417-423.

(s)he will feel part of a congenial community of scholars. Especially when a potential colleague is recruited into a department thinly populated by women or under-represented minorities, it is important to introduce the prospect to faculty members beyond the hiring department, i.e., Chief Diversity Officer, Multicultural Center Staff, etc. Make sure the campus visit is well planned. Roll out the red carpet for these candidates. Diverse faculty candidates have reported that the process occurs differently for them. You do not want to give the impression that their presence is unimportant.

The Campus Visit

The Welcome

Provide a warm welcome to all candidates. Make sure department staff know of a candidate's arrival and are available to welcome them. A search committee member or department faculty member can escort the candidate to different events and interviews during the visit. Remind non-search committee persons that interactions are positive and friendly, and that all who meet with candidates have information about their professional background. Ensure women and underrepresented minority faculty meet with all candidates, not just women and underrepresented minority candidates.

Design your interview to test or otherwise afford the candidates a chance to highlight their performance on all metrics.²⁴

Guidelines for Interviewing

- Candidates should be allowed to do most of the talking during the interview so that sufficient information may be gathered about each applicant.
- If a group of people is interviewing a candidate together, decide beforehand how the questions will be divided among interviewers.
- Be mindful that questions about diversity should not always be posed by the interviewer who is a woman or underrepresented minority.
- Pose questions that allow the interviewer to evaluate the ability of candidates to be respectful, fair, and cordial.
- Provide interviewers with guidelines about what questions are not acceptable to ask.
- Assess **all** candidates' ability to work/teach in a diverse environment.

²⁴ <https://environment.uw.edu/guidelines-for-diversity-friendly-finalist-selection-and-interviewing/>

Open-Ended Diversity Interview Questions:

- Suggested opening remarks: “Our college (division or department) values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we’d like to discuss your experience with and views about diversity.”
- What do you see as the most challenging aspects of an increasingly diverse academic community?
What have you done, formally or informally, to meet such challenges?
- How do you view diversity course requirements for students?
- How have you worked with students and others to foster the creation of an environment that’s receptive to diversity in the classroom, in the curriculum, and in the department?
- How have you mentored, supported, or encouraged students on your campus? What about underrepresented minority students, women, or international students?
In what ways have you integrated diversity as part of your professional development?

Source: Office for Institutional Equity and Diversity, North Carolina State University, *Guidelines for Recruiting a Diverse Workforce* http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.pdf

Note: Ensure that you do not make statements that presume a candidate’s sexual orientation or gender identity, for example, assuming that a spouse/partner is male or female. If candidates do bring up their status, ensure that their partner/spouse is invited to recruitment activities as any other spouse would be, and if they express interest in meeting LGBT faculty or students to discuss School climate, arrange for such meetings.

Note: If the candidate discloses a need for his or her partner to find a faculty or staff position in the same location, do not rank them lower because of it. Research has shown that women are more likely than men to have partners who are also academics, and that concerns regarding the partner’s career disproportionately affect recruitment and retention of women faculty.²⁵ Promptly responding to the dual career considerations of candidates is in the best interest of a department or institution that wishes to attract and retain top talent.

Evaluating Candidates

Establish evaluation criteria. The dimensions for judging applicants, as well as their relative importance, should be determined prior to reviewing applications. Choose criteria that can help predict the future success of the applicant.

- **Adhere to evaluation criteria.** When assessing applications, it is important to adhere to these evaluation criteria. Using a standard evaluation form will help committees to rate criteria consistently across a pool of candidates.
- **Look for strengths.** In the initial assessment of applicants, it will be helpful to search for reasons to continue considering individuals for the position. Such an approach will ensure that strengths are not overlooked and that all promising candidates are included.
- **Secure reviews by more than one search committee member.** Each application should be assessed by more than one search committee member to ensure a fair evaluation.

²⁵ L. Schiebinger, A. D. Henderson, and S. K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know*, Michelle R. Clayman Institute for Gender Research, Stanford University, 2008.

Lisa E. Wolf-Wendel, Susan Twombly, and Suzanne Rice, “DualCareer Couples: Keeping Them Together,” *The Journal of Higher Education* 71, no. 3 (2000): 291–321.

- **Consider candidate's record of working with diverse students and diversity-related research.** As OSU is committed to building a diverse and challenging environment, attention should be given to candidates who have such a track record.
- **Avoid subjecting different candidates to different expectations.** Women and underrepresented minorities may tend to be held to higher expectations regarding their number of publications and name.
- **Avoid elitism.** Be careful of rating a candidate highly solely because of the reputation of their institution or advisor.
- **Avoid premature ranking.** Ensure that each application has been fully considered with respect to the different criteria that were agreed upon prior to expressing preferences for particular candidates.
- **Create multiple ranking lists of candidates.** Ranking candidates on each criterion and then choosing individuals who placed highly in all categories will allow for a fair construction of the candidate shortlist.

Revisit top women and underrepresented minority candidates in pool. It may be worth revisiting leading women and underrepresented minority candidates to see if evaluation bias played a part in their exclusion from the shortlist.

Reference Checks

References provide a valuable complement to interviews, allowing search committee members to gain further understanding of candidates' professional accomplishments and approach. A consistent method of reviewing these references will contribute to a fair assessment of candidates.

When considering references, be sure to account for gender bias. Recommenders generally describe women in more muted terms than men. While referees discuss men's research and titles, they may fail to mention these topics in recommendations for women. Women are also generally portrayed as teachers, while the men are seen as researchers.²⁶

After the Campus Visit

Diversity Search Strategies Report

The department chair should complete a report on diverse hiring strategies (See https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/1/8088/files/2015/01/DTI_Expectations-0Mar15-126hemk.pdf). This report is intended to help the departments reflect on their search strategies, and how the new hire will contribute to the diversity of the existing faculty and the diversity goals for the department.

There is also a report that should be completed by the Diversity Advocate (DA) on the search committee with input from the committee members and department chair (See Appendix). It is intended to help the search committees conduct their faculty search using the information and suggestions outlined in this guide. The committee should be engaged in an ongoing discussion about how the search process is aligned with college the university's goal of enhancing the diversity of tenure track lines.

²⁶ F. Trix and C. Psenka, "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty," *Discourse & Society* 14, no. 2 (2003): 191–220.

Cluster Hiring

There are two forms of cluster hiring for minorities. The first is hiring more than one diverse person at a time, minimizing feelings of isolationism and overload. The second is hiring a group of people at all levels that are well versed in more than one area and can float between disciplines. The advantage to this is having a cohort of flexible and dynamic minority scholars well suited to the new challenges facing them in an ever-changing environment.²⁷

Faculty Exchange Program

Another way to increase diversity on campus is by having visiting and/or exchange programs as a beginning step to help provide a presence of ethnic diversity among the faculty on campus.

Retention

EHE recognizes that the commitment to increasing faculty diversity does not end upon the appointment of a new faculty member. Advancing and retaining current faculty, including those who add diversity to our college, is just as important to diversity and inclusion as is recruiting them. It should also be recognized that success in diversity often lies in retaining and promoting outstanding and diverse faculty.

- Department chairs and deans should be vigilant in identifying potential retention risks, such as circumstances and issues that may lead to the departure of valued faculty, including those who contribute to faculty diversity.
- It should be recognized that faculty from underrepresented groups, including minorities and women, may face special hurdles. They may be overburdened by well-intentioned invitations to serve on committees and to participate in events and by students' requests that they serve as advisors or mentors. At the same time, they may feel that they are treated differently, perhaps including being left out of informal department activities. Department chairs and faculty should be welcoming, supportive, and sensitive to the different experiences of faculty from underrepresented groups.
- Schools should conduct periodic salary reviews so that faculty compensation levels are merit-based and not associated with attributes such as gender or race/ethnicity. If disparities or potential inequities are identified, individual cases should be investigated to ensure that salary levels are based on appropriate factors and legitimate, documented academic considerations. If a problem area is identified, appropriate resolution/action should be taken.
- Similarly, non-salary forms of compensation and support should be monitored periodically for appropriateness and equity.
- Senior as well as junior faculty should have opportunities to voice concerns and receive feedback through annual or bi-annual meetings with their department chair or the dean or his/her designee.
- Deans and department chairs should be knowledgeable about the university's policies concerning leaves, accommodations for faculty with parenting responsibilities, childcare, and maternity or disability-related needs — and the administrative offices and resources with special expertise in those areas to whom faculty can be referred.
- Among the factors that contribute to the advancement and retention of faculty is a climate within the department, school, and university as a whole that is collegial, values and supports the professional development of faculty, and respects the contributions of each faculty member. Achieving the goals of recruitment, retention, and advancement requires the

²⁷ https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf

involvement and leadership of university officers, school deans, department chairs, and faculty.²⁸

For additional diverse retention strategies and information, please contact the **EHE Office of Faculty Affairs**.

Other Requests

Visiting Faculty Appointments

This initiative is designed to help EHE departments attract outstanding and diverse candidates for faculty positions. Financial and administrative support is available for departments to bring early- to mid-career professionals to campus for short visits outside the usual recruitment process.

Visiting Scholars may be invited to present an overview of their research to a broad audience of the university community or to informal networking meetings with faculty, postdoctoral researchers and/or graduate students.

Visiting Faculty are:

- Current faculty at four-year universities
- Have a unique expertise or scholarly agenda that aligns with EHE priorities
- Potential candidates for future faculty hires; and
- Contribute to increasing inclusive excellence, equity, and diversity in EHE

Departments or faculty who wish to invite an individual to campus under the Visiting Faculty Fellows should submit a proposal to the **EHE Office of Faculty Affairs**. The proposal template may be requested from the **EHE Office of Faculty Affairs**.

The proposal should include:

- a brief profile of the proposed visitor
- a CV
- a brief description of how the proposed visit will contribute to EHE
- a budget for the visit including suggested funding sources (cost sharing is encouraged, and flexible arrangements are welcome); and
- a letter of support from the program chair and department chair.

Other main purposes of visiting appointments in EHE:

- a) **Spousal hire or retention:** When a faculty hire package includes an academic spouse, we always try to use resources from the spousal hire program at OAA to place the spouse in an appropriate academic home. If that doesn't work out, then appointing the spouse in a 3-year visiting faculty appointment is a common approach. We have also used visiting appointments to help retain an existing faculty member in EHE.
- b) **Part of a tenure track package at the Assistant Professor level:** Occasionally a candidate is identified who is an excellent fit with great potential but may need a year to focus on research before starting a tenure track position. Appointing the candidate to a 1-year visiting appointment gives them more research experience and focus to help them be successful in their tenure track position.

²⁸ <https://facultydevelopment.stanford.edu/retention-guidelines>

Additional Reading

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Appendix

Target Hire Request



TARGETED HIRE REQUEST Format

Date:

Department and Program:

Request Prepared By:

Position requested: Tenure Track/Clinical/Senior Lecturer/Visiting

Start Date:

Potential Funding source :

Motivation for position:What is prompting this proposal?

EHE PRIORITIES: How does this hire fit EHE priorities?

SCHOLARSHIP IMPACT: Include information about your methodological expertise (quantitative, qualitative, mixed methods). What are skills and areas of expertise does your unit need? How will the hire meet this need?

TEACHING AND/OR STUDENT IMPACT:What are your needs in this area? How will the hire meet this need?

INTER/NATIONAL IMPACT:What inter/national conversation does this position bring to EHE?

DIVERSITY & INCLUSION IMPACT: What are your needs in this area? How will the hire meet this need?

List up to three additional departments or programs that your department or program might partner with or benefit from for this position, and what the terms of that partnership might be (cross-listed courses, shared courses, shared resources/equipment). Please describe where your department or program is in these conversations. There will be opportunities later in the process for partner departments and/or programs to submit letters of support and presentation of cross-listed/shared courses and shared resources/equipment.

Department or program

EHE Office of Equity, Diversity and Global Engagement EDGE
EHE Office of Faculty Affairs

Interview Questions

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?

Pregnancy Status	None.	Are you pregnant? When are you due?
Race	None.	What is your race?
Religion	None.	What is your religion? What religious holidays do you observe?
Sex/Gender Identity	None.	Are you male or female?
Age	None.	How old are you? What is your birthdate?
Sexual Orientation	None	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?
<i>Source:</i> Borrows from Advance, University of Michigan, Handbook for Faculty Searches and Hiring http://sitemaker.umich.edu/advance/files/HandbookforFacultySearchesandHiring.pdf .		

Evaluation Rubric

Candidate's name: _____

Please indicate which of the following are true for you (check all that apply):

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate

	Excellent	Good	Fair	Poor	Unable to judge
Potential for (evidence of) scholarly impact					
Potential for (evidence of) research productivity					
Potential for (evidence of) research funding					
Potential for (evidence of) collaboration					
Potential (demonstrated ability) to attract and supervise graduate students					
Potential (demonstrated ability) to teach and supervise undergraduates					
Potential (demonstrated ability) to be a conscientious University community member					
Fit with department's priorities					

Ability to make positive contribution to department's climate					
Ability to enhance diversity of unit					
Other comments? Source: ADVANCE, University of Michigan http://sitemaker.umich.edu/advance/home .					

Diversity Search Strategies Report 1

The department chair should complete a report on diverse hiring strategies. This report is intended to help the departments reflect on their search strategies, and how the new hire will contribute to the diversity of the existing faculty and the diversity goals for the department.

1. New Hire: Explain how your new hire contributes to the diversity of your unit.

2. Moving Forward: Looking at the demographics of your unit, who is not present? Given the challenges of the pool, what are your plans to enhance the diversity of candidate pools in the future? What ideas have you formed to establish and cultivate ongoing relationships with national minority organizations, special interest groups and students and faculty at universities with graduate students of color? Have you formed plans to establish a pool of potential candidates in the future?

Diversity Search Strategies Report 2

https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/1/8088/files/2015/01/DTI_Expectations-0Mar15-126hemk.pdf

This report should be completed by the Diversity Advocate (DA) on the search committee with input from the committee members and department chair. It is intended to help the search committees conduct their faculty search using the information and suggestions outlined in the Diverse and Inclusive Hiring Strategies booklet. The committee should be engaged in an ongoing discussion about how the search process is aligned with college the university's goal of enhancing the diversity of tenure track lines.

To be answered by the DA:

Name the members of your search committee. Did all committee members complete the Implicit Bias on-line training offered by the Kirwan institute within the past year? If not, explain why not.

To be answered by the DA:

In one or two paragraphs, describe the specific strategies your search team employed during the early stages of the search. Based on the practices below, would you rate your search process as good, better or best?

GOOD

- Articulated the rationale for support of faculty diversity by making explicit the connections between faculty diversity and educational quality.
- Appointed a diversity advocate.
- Ensured that the search committee understood its charge from the onset, clearly emphasizing that faculty diversity is a goal.
- Defined your search as broadly as possible: emphasized interdisciplinarity and opportunities to work on broad issues.
- Explicitly discussed the criteria that define “excellence” in advance. Did not accept “we’ll know it when we see it” definitions.
- Developed a consistent candidate evaluation tool.
- Determined the diversity of the pool of potential candidates for this position. Engaged in due diligence by contacting relevant professional organizations and current graduate programs to determine the diversity of existing and new scholars in the field.

(In addition to the above)

BETTER

- Included people on the search team who are openly committed to diversity and excellence.
- At professional meetings, attended special interest sessions that addressed issues of diversity and inclusion.
- Defined the search as broadly as possible: described the specialties desired in terms that appealed to a broad audience.
- Discussed the essential job qualifications. Ensured that they were explicit and agreed upon.

(In addition to all of the above)

BEST

- Invited faculty from other departments to increase committee diversity.
- Widened the pool by actively pursuing candidates thriving at various types of institutions.
- Used language in the position description that intended to communicate that EHE is actively seeking to build and support a diverse community of scholars.
- Searched for venues to broaden marketing to underrepresented groups including newsletters, specialty groups, and websites.

To be answered by the DA:

3. After the campus visit, describe the practices employed by your search committee. Overall, would you rate your search process as good, better or best, based on the practices below?

GOOD

- Provided information to the candidate well ahead of the candidate's visit regarding schedule, expectations, audience.
- Treated all applicants as valuable scholars and educators, not representatives of a class. Showed equal interest in all candidates.
- Identified a host for the candidate visit who set the tone for the visit and provided a good introduction at the job talk.
- Only evaluated relevant qualifications.

BETTER

(In addition to the above)

- Asked all candidates whom they would like to meet during the campus visit, and arrange those meetings.
- Prior to the campus visit, considered cues in the environment and messaging regarding diversity.
- Created a packet for all candidates with information on such items as dual career support, family friendly policies, faculty rules on tenure clock extension, and local communities.

BEST

(In addition to all of the above)

- Interviewed more than one female/minority candidate, provided the pool was rich enough to do so.
- Showed OSU/unit commitment to diversity; made sure all candidates met with diverse people.
- In advance of the campus visit, set up resources outside of the search committee to address personal questions that the candidate might raise.
- Reviewed candidates one criterion at a time or employed a Team of Rivals approach (split committee into two groups; argued both for and against each final candidate) or used other innovative strategies to avoid global review of candidates.

To be answered by the DA:

4. Describe the applicant pool and the final list of candidates from which the new hire will be selected. How satisfied are you with that pool and with its diversity? Does the applicant pool reflect the pool of potential applicants in the field? Please explain.

Sample Language to use when contacting a diverse hires

Ohio State University is an equal opportunity institution and is committed to building a broadly diverse educational environment. The College of Education and Human Ecology frequently identifies focused hires for the college. These focused hires are broadly considered as experts within their respective disciplines, women, or members of underrepresented groups. Moreover, EHE seeks scholars who can contribute to research, teaching, service, and support of diverse issues. We are contacting you because...
