

Diversifying the Applicant Pool Objectives and Procedures for 2007-08 Search Committees

Goals and Policy

Goal IV, Objective 2 of the Drake University Strategic Plan is to “Increase diversity of students, faculty and staff (at all levels).” In the 2003 Supreme Court decision, Justice Sandra Day O’Connor argued persuasively that society as a whole has a stake in diversity on campuses (Grutter v. Bollinger, 123 S.Ct. 2325, June 23, 2003). Diversity among faculty is especially critical as we pursue the task of preparing the future leaders of American society.

The process of recruiting new professors presents an opportunity for Drake University to make significant progress in achieving the objective of hiring a diverse faculty. To help achieve our goals, a new step in the recruitment process was instituted during 2003-04. The step is mandated by Strategic Plan Goal IV, Objective 2, strategy c, paragraph iii, which reads:

“Require that search committees document and assess their efforts in generating a diverse candidate pool.”

Therefore, each search committee is required to submit a report that describes and documents efforts to generate a diverse candidate pool with respect to a particular position when the request for a campus interview form is sent to the Provost. Permission for campus interviews will be granted only if the report demonstrates substantial efforts to identify a diverse pool of candidates.

During 2004-05 increased focus on this goal resulted in much greater diversity in the applicant pools as well as in more diversity among new faculty hired.

2007-08 Procedures

Following are recommended steps to help ensure a diverse candidate pool. Much of what is suggested below is drawn from *Diversifying the Faculty: A Guidebook for Search Committees*, by Carolyn Sotello Viernes Turner. Page numbers in the following discussion reference this book. A copy of the guidebook is available for each search committee chair.

1. Composition of the search committee – the committee should be diverse
 - Ideally this means representation from underrepresented groups. However, Drake’s current faculty is not sufficiently diverse to allow for such representation.
 - Consider including:
 - A faculty member from outside your program who is particularly tuned to considering issues of diversity
 - A student of color could be included on the search committee
 - A community member of color who has knowledge of your discipline

2. Discuss the goals of the search and the need for a diverse applicant pool with your search committee.
 - Don’t assume that the committee members understand the issues – talk with them
 - Discuss the common myths directly [p. 16]:
 - Good minority faculty go to the best universities

- Just espousing an EEO doctrine is all we need to do
 - Minorities will not go to predominately white institutions
 - Minorities prefer the private sector
 - Minorities don't want to come to the Midwest
3. Advertisements [See the
- Advertisements must be written such that they will make Drake sound welcoming. See page 2 of “Advertisement for Faculty Positions: Guidelines, Requirements and Templates for some examples of ways to write advertisements such that they are more attractive to minority candidates.
 - The Provost's Office places all ads on HigherEdJobs.com and AcademicCareers.com under contract pays for an affirmative action e-mail to candidates from underrepresented populations.
4. Diversifying the pool
- We must do more than just put out job announcements and wait for the applications
 - Must use multiple recruitment strategies
 - Find candidates who will diversify the pool
 - Contact graduate schools AND colleagues and ask for information about their minority candidates.
 - Check with your disciplinary organizations –many have minority directories.
 - Contact candidates of color in whom you are interested
 - **Write letters:** The letter must demonstrate that you are knowledgeable about, and interested in the individual's professional expertise.
 - **Make Phone Calls: If you find candidates of color in whom you are interested, call and ask them to apply.**
 - **Email**
Don't harass, but stay in touch politely
5. Reduce bias in the review process
- Develop a protocol for review of files.
 - This is essential to any fair review of applications
 - The protocol should list all of the “required” characteristics that you list in your ad and in the position vacancy form. [See “Information for Search Committees]
 - Openly discuss some of the unconscious proclivities and business-as-normal practices that may prevent us from identifying good minority candidates (or any good candidate):
 - The best candidates are not necessarily “just like us.”
 - The best candidates do not necessarily come from the top rated graduate schools
 - Look for candidates who have distinguished themselves in business or government, perhaps before receiving a graduate degree
6. Other Factors
- Look at your department website. Does it give any sense that you are committed to providing an education for a diverse student body or that you would welcome a diverse candidate group. Prospective faculty do look at web sites to gain more information about the institution.

7. Plan the interview – whether a minority candidate or not, we want all new faculty to be supportive of diversity and to be aware of Drake’s commitment to diversity/
 - Provide an opportunity to meet and interact with many other people (not just the department)
 - Provide an itinerary well in advance and ask the candidate if there are additional people with whom they would like to meet or activities they would like included.
 - Provide an opportunity for candidates to meet with faculty, staff and students from areas of related interest.
 - Provide a chance for minority candidates to meet with other faculty and community members of color so they can ask candid questions.
 - As you talk with the candidate and introduce her or him to others, stay focused on the individual’s qualifications as a faculty member --- not on their ethnic identity

An important part of Goal IV is to create a campus climate supportive of diversity. We must be ready to welcome candidates of color to the campus not only for interviews, but as new faculty.

Resources for Enhancing Diversity

Minority Colleges and Universities Throughout the United States

<http://www.dol.gov/osbp/programs/mcu.htm>

U.S. Department of Labor, Office of Small Business Programs Provides access to Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, Minority Postsecondary Institutions and All Minority Institutions in the US.

The Black Faculty Database

<http://bgess.berkeley.edu/cgi-bin/dbomni?op=udepartments&db=c>

The Black Faculty Database lists and provides access information for minority candidates by discipline. The initial page lists disciplines. Clicking on the discipline leads to a list of names that are linked to vitae and contact information.

Directory of Ford Fellows

<http://nrc58.nas.edu/FordFellowDirect/Directory/Visitor/Directory.asp>

This directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986.

The directory was created to serve as a resource for university officials seeking to diversify their faculty, minority students looking for mentors and role models, and scholars interested in establishing collaborative projects.

You will need to select “Current Field” from “Directory Selections.”