

The background features a pattern of overlapping, semi-transparent blue circles on the left side. On the right side, there are several vibrant, curved streaks in shades of yellow, green, and blue, creating a sense of motion and energy. The overall color palette is dominated by various shades of blue, with the colorful streaks providing a focal point.

**Recommended Strategies for Expanding and
Retaining a Diverse Faculty**

Enhancing Faculty Diversity

James Madison University is an equal opportunity employer committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation, or veteran status.

We promote access, inclusion, and diversity for all students, faculty, staff, constituents, and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The University is interested in candidates whose experience and qualifications support an ongoing commitment to this core quality.

- These are strong statements regarding the priority and value of diversity for our mission.
- Do you, personally, support this perspective?
- As someone who is participating in the faculty search process, what can you do to enhance faculty diversity?

Search committees should also review the companion guide, [Faculty Recruitment Procedures and Recommended Strategies for Expanding and Retaining a Diverse Faculty](#), which outlines the 13 step recruitment process.

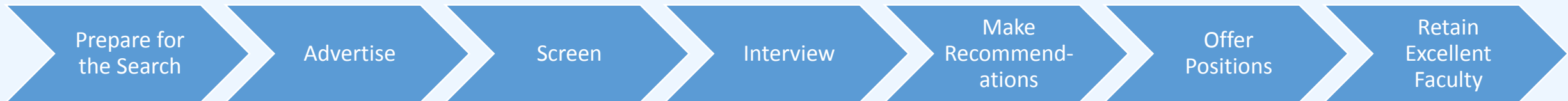
To Enhance Faculty Diversity We Must

1. Create a climate in which faculty diversity is valued; there must be a shared understanding of how faculty diversity helps us to achieve our specific educational goals.
2. Develop a diverse applicant pool.
3. Appreciate diversity when screening applicants; gather and use information that is relevant while working within the boundaries of employment law.
4. Encourage candidates who will enhance our diversity to accept our employment offers.
5. Retain excellent faculty.

The Search Process

This training module includes diversity-enhancement strategies that should be considered for every faculty search. Specific strategies are included for each stage of the recruitment process. Because every position is unique, the strategies that are employed for each search should be customized for the particular circumstances.

With consideration of these recommendations, search chairs, academic unit heads and deans are encouraged to discuss the specific diversity enhancement strategies that may be most appropriate for particular positions and circumstances, and to conduct the search to optimize success.



Before the Search

The quest for a diverse faculty begins long before the search for any particular position begins.

- **Conversations about the current climate for diversity within the department (Academic Unit Head and Dean)**
 - Conversations about who and what type of research is needed to maintain and build a stronger diverse departmental climate.
 - Opportunities for Faculty to make lateral moves which might change the advertisement of the vacant position (provide faculty a chance to make a lateral move if possible).
- **Initiate conversations among members of the department to develop a common understanding of:**
 - The value and importance of enhancing faculty diversity.
 - The specific diversity-related needs of the department. (Define diversity broadly, and appropriately for your academic unit.)
 - How faculty diversity will help the department meet educational objectives.
 - Are you prepared to genuinely welcome individuals who are different from the majority of your faculty?
 - Support and facilitation for these conversations will be lead by members of the Provost Diversity Advisory Council and other University Diversity Council members.

Before the Search

➤ Cultivate the candidate pipeline.

- **Participate and support:** Support [Preparing Future Faculty](#) (PFF) and other similar programs.
- **Build relationships:** Build a network of contacts and relationships and encourage potential applicants to consider applying for future JMU positions.
- **Invite:** Bring early-career scholars to campus to visit, discuss their interests, and learn about your department.
- **Share potential candidates with other departments:** When individuals with backgrounds that are appropriate for academic positions work in business, industry, or government, build contacts and relationships with those professional communities.
- **Attend:** Attend conferences and participate in workshops that provide attendees the opportunity to connect with under-represented groups and build a network of contacts within your field of study. Example: Asian American Psychological Association.
- **Review:** [Diversity Advertising Sources](#) that may be used as part of your advertising strategy.

Selecting the Search Committee

Search committees should include members with different perspectives and expertise, who have a demonstrated commitment to diversity.

- Whenever possible, committees should include individuals of different genders and races or ethnicities.
- Other types of diversity should also be considered when selecting individuals for search committees.
- Consider inviting a student or an individual from an under-represented group to serve on the committee.
- Consider inviting faculty from another department to serve on the committee.

Keep in mind that the first priority for non-tenured under-represented faculty is to earn tenure; not to be the representation for our search committees.

Creating the Advertisement

Define positions to fill particular roles, but define positions broadly and include diversity-related interests, skills, and experiences in position announcements and selection criteria.

- Viable candidates may self select out based on the wording of your criteria
 - To attract the largest candidate pool, define positions as broadly as is reasonable, given the departmental needs.
 - Decide when a qualification is “preferred” rather than “required.”
 - Limit your use of the terms “must” and “required” to characteristics that are truly essential.
 - Be flexible with numerical measures (such as required years of experience).
- Within submitted application materials, consider asking applicants to describe their experience with diversity issues, working with diverse students, and/or working in multicultural environments.

EXAMPLE

Instead of using numerical measures such as “4 years or 5 years of teaching experience” consider “candidates must demonstrate teaching scholarship relevant to the position” to increase your candidate pool.

Go Beyond the EEO Statement

- Include the required EEO statement when you advertise your position:

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We promote access, inclusion, and diversity for all students, faculty, staff, constituents, and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission. The University is interested in candidates whose experience and qualifications support an ongoing commitment to this core quality.

Anyone having questions concerning discrimination should contact the Office for Equal Opportunity: (540) 568-6991.

- Be proactive. Go beyond the required statement and make it clear that the department values diversity (broadly defined) and expertise regarding diversity concerns within the context of the subject-matter domain.

EXAMPLE

“The History department at JMU is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”

Advertising the Position Broadly

Employing multiple recruitment strategies should increase the diversity of the applicant pool.

In addition to advertising on JobLink and in national publications or job-listing databases appropriate for your discipline, consider:

- Publications that are read by under-represented/diverse candidates in your field of study.
- Listservs that are followed by under-represented/diverse candidates in your field of study.
- [Diversity specific websites](#) that are viewed by under-represented/diverse candidates in your field of study.
- Personalized letters or e-mails to potential applicants or to colleagues who might share your refer potential applicants.
- Direct person-to-person contact with colleagues and prospects at professional meetings, by e-mail, or by telephone. Encourage potential applicants to look at your formal position announcement and to apply for your position.
- Utilize your network of contacts including, past and current guest lecturers and presenters and relationships with under-represented groups.

Consult with diverse faculty on campus about the type of outreach they would find most effective.

Screening Applicants

Ensure that the hiring criteria are directly related to the requirements of the position.

The criteria should be clearly understood, and accepted by all members of the committee.

- Discuss the potential for “dysconscious racism” (King, 1991), a predisposition of search committees to favor candidates who are like themselves in terms of educational background, social experience, values, and behavior.
- Ensure that the criteria for evaluation of candidates do not exclude people with non-traditional career paths.
 - Top candidates may be individuals with unusual experiences and highly transferrable skills.
- Consider including a candidate's ability to add intellectual diversity to the department, to work successfully with diverse students and colleagues, and to mentor diverse students as an important selection criteria for all candidates.
- Demonstrated ability to engage with students, faculty and communities in diverse methods and opportunities.

Consider other options for qualified applicants. If a candidate is not appropriate for the position being recruited, but she/he might be a valuable contributor who could expand our diversity, forward information about the individual to the appropriate Department Head and/or Dean. Invite these candidates to apply for other positions when they become available.

Prepare to Interview Candidates

- Search committee chairs should communicate with the candidate the opportunity to meet with various members of the JMU community outside of the department by contacting the [HR Assistant Director of Recruitment and Employment](#).
- Federal and State Legislation and JMU Policies regulate what we can ask candidates.

Be sure that all faculty, staff, and students who will be participating in the interview process understand:

- The roles and responsibilities of the position being searched.
- What types of questions are appropriate to ask.
- What types of questions are inappropriate, prohibited or illegal.

REMINDERS

Ask position-relevant questions.

Do not ask personal questions that are not relevant to the position.

Appropriate Questions

Position-relevant questions can and should be asked.

Faculty positions can include:

- Helping students to understand diverse perspectives.
- Teaching students how to work effectively with diverse populations.
- Promoting the academic success of a diverse student body.

You can ask candidates questions about their experiences and skills related to position-relevant concerns such as these, and you should evaluate each candidate's ability to meet these position expectations.

EXAMPLES

For a social science position:

What experiences have helped you to understand the attitudes and beliefs of people from various religious groups?

For a health-professional position:

How might we advise students to work with women and men from various ethnic groups?

For any position:

What experiences have prepared you to effectively advise and mentor a diverse student population?

Acceptable and Unacceptable Questions

From the JMU Faculty Recruitment Handbook

Ask how to pronounce the candidate’s name; but DON’T ask their **age, birthplace, race, gender, religion, or sexual orientation**; and DON’T ask questions designed to ascertain this information.

Category	Acceptable Questions	Unacceptable Questions
Disability	Only ask if applicant is able to perform essential job duties with or without accommodations.	Any further questions are not relevant to the selection process.
Citizenship	Only ask if the applicant is authorized to work in the US—ask every candidate or none.	Any questions about whether the applicant is a natural-born citizen or a naturalized citizen or about the citizenship of spouse are not relevant to the selection process.
Arrests and Convictions	Questions about convictions specific to the qualifications of the position are acceptable.	No inquiry may be made into arrests that did not result in convictions.
Education	It is acceptable to ask about degrees and the nature and extent of academic, professional, or vocational training.	Don't ask questions that would reveal nationality or religious affiliation of the schools where training occurred.
Relatives	It is acceptable to ask if any relatives are JMU employees.	Except for nepotism policy concerns, the applicant's relatives are not relevant to the selection process.
Organizations	Questions may be asked about memberships and offices held by the applicant if relevant to position qualifications.	Don't ask questions about memberships, office, or organizations that would reveal race, color, religion, sex, nationality, disability, age, sexual orientation, parental status, genetic information, or ancestry of the applicant.
Military Service	When military service is relevant to the job qualifications, questions concerning the service may be asked if an applicant indicates an affirmative Veteran status.	Avoid questions about military service in any country other than the United States. Do not request military records. Do not ask questions concerning military discharge.
Work Schedule	Questions about the applicant's willingness to work the required job schedule may be asked.	Don't ask about things that might interfere with the applicant's willingness to work, such as parental status.

Answering Candidate Questions

You can answer candidates' questions, even if it is inappropriate for you to ask them questions regarding a topic.

EXAMPLE

You should never ask a candidate about their religion, however, if a candidate asks if there is a Muslim community in the area, you can and should provide information, or help the candidate discover the answer to her/his question. You may share from your experience and not your opinion. Be wise in what and how you share information.

Avoid lengthy conversations about prohibited topics. Connect candidates who would like to have conversations about sensitive personal matters to individuals who have no responsibility for the selection process who might address these concerns. ([C3](#), [Employee Resource Groups](#), Vetted Faculty and Staff)

Protected Classes Include:

Age

Genetic Information

Race

Veteran Status

Color

National Origin

Religion

Disability

Parental Status

Sex

Gender Identity

Political Affiliation

Sexual Orientation

During the Interview

Ensure that candidates feel welcome during their visit.

The Search Committee Chair should:

- Provide candidates with a copy of the itinerary in advance of their visit.
- Greet candidates shortly after they arrive to the area.
 - Make arrangements to have them picked up at the airport
 - Telephone to welcome them shortly after their anticipated arrival if they are driving.
- Schedule some social time after hours to allow them to meet and interact with faculty.
- Provide a campus tour, tour of typical work space and or college/department
- Ask candidates who they want to meet with and what they want to learn about during their visit.
- Request a [C3](#) packet from JMU's [Employment Outreach Specialist](#) for candidates that are traveling to JMU from outside the local area. C3 packets contain campus and community information and can be personalized upon request.
- If a candidate asks questions related to immigration or sponsorship please contact Delo Blough, Office of International Programs at 568-6336.
- Try to accommodate special requests (such as area tours).

A [hospitality checklist](#) is available on the Human Resources website.

During the Interview

REMINDERS

Remember that all time spent with an applicant, including social functions, is considered part of the interview process. During social functions, do not initiate conversations about topics that should be avoided.

If a candidate shares personal information it does not give you permission to ask additional probing questions.

You can share personal information and or experiences. Do not use this as a way to ask personal information of the candidate. (My children have enjoyed their experience in the school system) Be wise and mindful.

Post-Interview

- Reinforce to the candidates that if they have any questions once they return home, they should feel free to contact the search chair.
- Continue the dialog with candidates after their visit.
 - Convey how glad you and others in your department were to meet them, or how interested people were in some aspect of the individual's work.
 - Be careful not to make promises regarding employment until decisions are made.

Connecting with candidates on a personal level makes it more likely that they will accept positions if offered.

Making An Offer

The manner in which an offer is presented and discussed can have a huge impact on a candidate's decision to join us and on the likelihood that they will stay.

Even if all requests are not granted, candidates who feel that faculty and university leaders are honest and open during contract negotiations will be more comfortable accepting offers of employment and recommending JMU to other faculty members.

Orientation and Retention

Initial impressions contribute to faculty retention.

- Make sure that new faculty feel welcome.
 - Department Heads should regularly communicate with new hires to answer questions and help them to make the transition to their new role.
 - Encourage faculty to send e-mail to new hires, welcoming them to the department.
 - Inform new faculty about campus resources such as the [Center for Faculty Innovation](#) and [Center for Instructional Technology](#).
 - Connect new hires with campus and community resources that may facilitate their move to our area. JMU's [C3 program](#) is available to provide community and career support to new employees and their families.
 - Encourage all new faculty to invite senior faculty, program directors, and academic unit heads to visit their classes to observe their teaching and engage in conversations about teaching and other faculty responsibilities.

Treat the person who is hired as if he or she was the only person considered for the position.

- The first few days and weeks is a time when new employees and their family members are likely to feel isolated and alone, and they may question their decision to join us.

Reach out and provide support and assistance.

Orientation and Retention

Challenges to Retention of Diverse Faculty	Strategies that Promote Retention
<p>Diverse faculty may:</p> <ul style="list-style-type: none">• feel isolated.• feel that they have been hired only as a symbolic effort (Tokenism).• detect a lack of professional respect.• feel occupational stress.• feel that they are expected to handle all affairs of the group they might represent.• sense systematic inequality (Institutional ism's).	<ul style="list-style-type: none">• Follow through on all hiring promises.• Develop a mentoring system.• Clearly state procedures and standards for annual evaluation and advancement.• Showcase talent and celebrate accomplishments.• Promote a family-friendly environment and work-life balance.

Five Fundamentals to Remember:

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Resources

- [Diversity Advertising Sources](#)
- [C3 Program](#)
- [Diversifying the Faculty: A Guidebook for Search Committees](#)
- [University of Michigan Handbook for Faculty Searches and Hiring](#)
- [Arizona State University Faculty and Academic Professional Recruitment Handbook](#)
- [University of Denver: Readings on Diverse Faculty Hiring](#)
- [Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty \(by Daryl Smith, Caroline Turner, Nana Osei-Kofi and Sandra Richards\)](#)