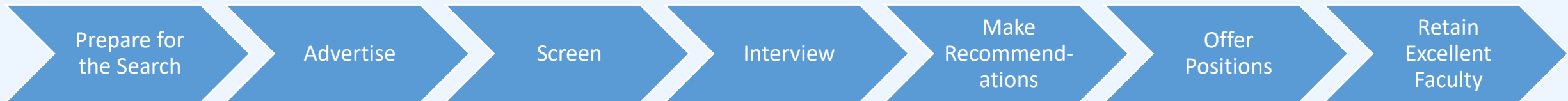
The background features a pattern of overlapping, semi-transparent blue circles of varying sizes. On the right side, there are several vibrant, multi-colored streaks in shades of yellow, green, and blue, creating a sense of motion and energy.

**Recommended Strategies for Expanding  
Inclusion, of all people and groups, and how  
to retain Administrative and Professional  
Faculty from those populations**

# The Search Process

This training module includes diversity-enhancement strategies that should be considered for every AP 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 and hiring supervisors are encouraged to discuss the specific diversity and inclusive enhancement strategies that may be most appropriate for particular positions and circumstances, and to conduct the search to optimize success.



# To Enhance AP Faculty Diversity We Must

1. Create a climate in which AP Faculty diversity/inclusion 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. (Considering all that is present, needed and desired within your organization)
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 (all aspects) to accept our employment offers.
5. Retain excellent AP Faculty.

# Creating A Safe Environment

**JMU is committed to providing an equitable and safe environment free of discrimination for the entire JMU community.**

JMU policy 1302 Equal Opportunity defines discrimination as “The unequal treatment of persons who are similarly situated. Discrimination occurs when an individual, group or office treats one or more people less favorably than others because of their age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status, or in *retaliation for a complaint made against the employer about any such treatment or for participating in an investigation or opposing discriminatory practices.*”

The search process should be a safe and transparent process that allows those who are involved in the search process to feel comfortable asking questions or opposing practices that they believe are a violation of policy or are unlawful.

It is a violation of this policy to retaliate against an individual because they raised allegations of discrimination or harassment, this applies to all applicants, employees, students and anyone else who is involved with the recruitment process.

# Enhancing AP 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 and expression, 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.*

- How can you use these statements throughout your recruitment process?
  - Postings for a Director level position or higher should ask candidates to submit a document addressing their commitment, engagement and leadership related to diversity, access and inclusion as part of their application materials.
  - All other AP Faculty postings should ask candidates to address their experience or engagement with diversity, access and inclusion in their cover letter.
  - Search committees should evaluate the information provided by the candidates regarding diversity, access and inclusion as part of the screening process.

# Enhancing AP 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 and expression, 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.
- As someone who is participating in the AP Faculty search process, what can you do to enhance AP faculty diversity and inclusion?

Search committees should also review the companion guide, Administrative and Professional [Faculty Recruitment Procedures and Recommended Strategies for Expanding and Retaining a Diverse AP Faculty](#), which outlines the 7 step recruitment process.

# Before the Search

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

- **Conversations about the current climate for diversity within the department**
  - Conversations about who and what type of experience and or expertise is needed to maintain and build a stronger diverse/inclusive departmental climate.
  - Directors may request that a facilitator conduct one or more of the four departmental dialogues available to departments. For more information about these dialogues please refer to Appendix X of the AP Faculty Recruitment Procedures and Strategies. (1. Values, 2. Definition of Diversity, 3. Projects, Programs and Services what is present and what is desired)
  - To coordinate a facilitated dialogue please contact Kim Moubray in the Office of Access and Inclusion at 568-4506.
- **Initiate conversations among members of the department to develop a common understanding of:**
  - The value and importance of enhancing diversity.
  - The specific diversity-related needs of the department. (Define diversity broadly, and appropriately for your department.)
  - How AP Faculty diversity will help the department or division meet objectives.
  - Are you prepared to genuinely welcome individuals who are different from the majority of your department?
  - Support and facilitation for these conversations will be lead by various members of campus.

# Before the Search

## ➤ Cultivate the candidate pipeline.

- **Build relationships:** Build a network of contacts and relationships and encourage potential applicants to consider applying for future JMU positions.
- **Invite:** Bring early-career candidates 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 AP faculty 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. Example: NASPA, NCORE, etc.
- **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 under-represented AP faculty is to focus on their career; not to be the representation for our search committees or other departmental or divisional projects.

# 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. (Gender, Ability, Race etc.)

## EXAMPLE

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

# Go Beyond the EEO Statement

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

*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.*

*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 Office of Residence Life is especially interested in qualified candidates who can contribute, through their building of community, service, ideas, skills and knowledge to the diversity and excellence with the Residential Life community.”

# Advertising the Position Broadly

**Employing multiple recruitment strategies should increase the diversity (all aspects) 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 profession.
- Listservs that are followed by under-represented/diverse candidates in your profession.
- [Diversity specific websites](#) that are viewed by under-represented/diverse candidates in your profession.
- Personalized letters or e-mails to potential applicants or to colleagues who might share or 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 members of your department about the type of outreach they would find most effective.

# Screening Applicants

**Certifying the diversity of a candidate pool is an important tool to ensure your advertising has attracted a diverse pool of applicants.**

- Prior to the review date your Recruitment Specialist will send the search committee chair a document certifying the diversity of the applicant pool.
  - This assessment is designed to be a tool to inform search committees about the diversity of the pool and to help determine if any additional outreach should be conducted before proceeding with a formal review of candidates.
- If the applicant pool is not diverse the document will suggest additional steps a search committee can take to increase the diversity of the pool.

# 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 faculty, staff, and students as an important selection criteria for all candidates.
- Demonstrated ability to engage with faculty, staff, students and communities in diverse methods and opportunities.
- Contact your Recruitment Specialist for an assessment of your candidate pool to determine if the pool is diverse or not. If your pool is not diverse your Recruitment Specialist will work with you to determine what additional outreach may be appropriate.

**Consider other options for qualified applicants.** If a candidate is not appropriate for the position being recruited, but they might be a valuable contributor who could expand our diversity, forward information about the individual to the appropriate hiring supervisor. Invite these candidates to apply for other positions when they become available.

# Preparing to Interview Candidates

- Once the final candidates have been identified the search committee chair should email the list of finalist to your Recruitment Specialist.
- Your Recruitment Specialist will send an email to the finalist with information regarding:
  - Diversity Resources
  - Dual Career and Community Resources Program
  - Faculty Ambassadors

# Appropriate Questions

➤ 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.**

AP Faculty positions can include:

- Helping students/peers to understand diverse perspectives.
- Teaching students/peers how to work effectively with diverse populations.
- Elevating awareness of others experiences

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 student affairs position:*

What experiences have helped you to understand the attitudes and beliefs of people from a variety of backgrounds who might access our office and services?

*For a position in academic affairs:*

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. ([Dual Career and Community Resources Program](#), 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 key stakeholders.
- Provide a campus tour, tour of typical work space and or department
- Ask candidates who they want to meet with and what they want to learn about during their visit. (prior to their arrival to campus)
- Request a [Dual Career and Community Resources Program](#) packet from JMU's [Recruitment Specialist](#) for candidates that are traveling to JMU from outside the local area. These packets contain campus and community information and can be personalized upon request.
- If a candidate asks questions related to immigration or sponsorship please contact the Office of International Student and Scholar Services at 568-6119.
- 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. If a candidate shares personal information it does not give you permission to ask additional probing questions. For example: A candidate may disclose that they are married but this does not give you permission to ask about children.

During social functions, do not initiate conversations about topics that should be avoided.

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.
- Search Chair, you can always refer them Human Resources for non-job related questions
- 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 the hiring supervisor 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 AP Faculty feel welcome.
  - Hiring Supervisors should regularly communicate with new hires to answer questions and help them to make the transition to their new role.
  - Encourage other department members to send e-mail to new hires, welcoming them to the department.
  - Inform new AP Faculty about campus resources such as [Talent Development](#), [Center for Faculty Innovation](#) and [JMU Libraries](#).
  - Introduce them to other university officials that will be beneficial for them to work with.
  - Connect new hires with campus and community resources that may facilitate their move to our area. JMU's [Dual Career and Community Resources Program](#) is available to provide community and career support to new employees and their families.

**Treat the person who is hired as if they were 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"><li>• feel isolated.</li><li>• feel that they have been hired only as a symbolic effort (Tokenism).</li><li>• detect a lack of professional respect.</li><li>• feel occupational stress.</li><li>• feel that they are expected to handle all affairs of the group they might represent.</li><li>• sense systematic inequality (Institutional ism's).</li></ul>	<ul style="list-style-type: none"><li>• Follow through on all hiring promises.</li><li>• Develop a mentoring system.</li><li>• List of key individuals for them to meet with during their first six months at JMU (professional/personal)</li><li>• Clearly state procedures and standards for annual evaluation and advancement.</li><li>• Showcase talent and celebrate accomplishments.</li><li>• Promote a family-friendly environment and work-life balance.</li></ul>

# Resources

- Recruitment Specialist
  - Ireti Akinola - Access and Enrollment, Administration and Finance, Student Affairs and University Advancement
  - Danielle Ritchie - Academic Affairs
- Diversity Advertising Sources
- Dual Career and Community Resources Program
- Departmental Dialogues
  - Values
  - Definition of Diversity/Access and Inclusion
  - Programs, Services and Projects that exist within your department related to an inclusive environment
  - Programs, Services and Projects that don't exist within your department related to an inclusive environment
- Presentations to search committees and departments
  - To request search committee training please submit the following form: <https://jmu.questionpro.com/t/ATMJnZoWp6> and we will follow up with you within 1-2 business days.

# Resources

- ALANA Network

- The ALANA Network draws its name from African, Latino, Asian and Native American and serves as a network offering professional support and fosters a sense of community among multicultural faculty and staff. The Office of Access & Inclusion sponsors a meet and greet reception each fall welcoming the new multicultural faculty and staff into the JMU community.

- LGBTQ Faculty & Staff Group

- An organization that is open to employees at James Madison University who are members or an ally of the lesbian, gay, bisexual, transgender, or queer (LGBTQ) community. Current interests and activities include benefits advocacy, data collection, and social events. Visit their website: <http://www.jmu.edu/lgbtfacultystaff/index.shtml#lgbtq>.

- The Madison Hispanic Faculty Caucus

- The Madison Hispanic Caucus at James Madison University is an organization whose purpose is to be an advocate for Latino issues in higher education, including the educational welfare and advancement of Latinos/as at our University. Our goals are to cultivate a supportive and inclusive community on campus, promote social and cultural dimensions of Latino topics as related to education and well-being, and encourage a vibrant engagement with the diversity of Latino cultures. Visit their website: <http://www.jmu.edu/mhc/>.

# Resources

- **Madison Caucus on Gender Equality**

- The Madison Caucus for Gender Equality updates the historic Faculty Women's Caucus that was initiated in 1973 to address discrimination against women in the JMU workplace. The caucus reaches out to all professional women and men on campus, understanding that gender based workplace bias affects not only women but men and families as well. In the 2011-2012 academic year, dedicated JMU citizens gathered to discuss how we might continue the activism of the original caucus in the 21<sup>st</sup> century. We have revised our constitution, updated our name, and identified goals and activities to guide us. Please consider joining the Madison Caucus for Gender Equality; there is plenty of work and good community to be shared. Visit their website: <http://www.jmu.edu/caucusgenderequality/#mcge>.

- **Sisters in Session**

- Sisters in Session is an organization dedicated to the support of Women from African/Africana and Black decent as they navigate and traverse academic and higher education at James Madison University. The organization was formed during the 2015 JMU Diversity Conference. Visit their website: <http://brysonbj.wix.com/sistersnsession> or contact: Esther Nizer [nizerem@jmu.edu](mailto:nizerem@jmu.edu).