**Selection Processes for College and Universities** (Complied 2008)

**References**

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This document highlights benchmarks and recommendations to:

* Increase the probability of recruiting and hiring staff and faculty who demonstrate key cultural competencies to serve the increasingly diverse student populations at colleges and universities.
* Increase the racial diversity of final candidate pools and increase likelihood that all new hires possess core competencies for creating an inclusive campus community for all students, faculty and staff.

**A. Overall organizational strategies**

The following recommendations focus on changes to overall organizational structures.

**1. Networking** ~ Increase connections with colleagues who can advertise openings and recommend candidates

* Continue to expand networks with regional colleges/universities with related graduate programs
* Expand community networks to include organizations that serve the needs of People of Color and may be a potential source of contacts, potential candidates, nominations, etc.
* Create opportunities to network with recent/pending graduates of masters and doctoral programs in the region
* Form a regional consortium among colleges and universities to partner in advertising, recruiting, spousal hires, joint appointments, etc.
* Create a list of the professional organizations that faculty and staff participate in, and develop connections with the various interest groups/commissions that focus on issues related to race
* Develop relationships with historically Hispanic-Serving Institutions (HSIs) , historically Black colleges and universities (HBCUs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) and Tribal Colleges

**2. Pool of promising candidates** ~ Recruit all year round

* Encourage all faculty and staff to always be recruiting potential candidates for future job openings: at conferences, regional meetings, community events, etc.
* Continually update a list of promising candidates for future job openings
* Identify the networks and connections of recently hired staff and faculty for potential candidates
* Invite these colleagues to campus events, such as MLK Breakfast
* Invite these colleagues to visit the campus and meet current faculty, staff, and students
* If a promising candidate is not offered the position to which they applied, develop a plan to nurture the relationship and keep them informed of future position openings
* Develop opportunities for People of Color to work on campus for short periods of time, such as: internships for graduate students of color; Faculty Fellows positions for post-docs and ABD graduate students; dissertation-scholars-in-residence; Visiting Scholars Program; short-term appointments from HBCUs, Tribal Colleges, Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) and Hispanic-serving institutions (HSIs); inter-institutional exchanges; etc.
* Attend regional Career Fairs for graduate students to build connections and advertise current position openings
* Assign one faculty/staff member per division and/or department who is responsible for developing a deep bench of potential candidates of color for future job openings. Consider giving release time
* Each division should identify a committee to continually plan for potential open positions: keep a current list of potential candidates, expand their networks in regional associations, etc.
* Proactively seek a pool of potential Adjunct faculty from graduate programs at regional colleges and universities

**3. Promote a realistic image of the college as a racially inclusive and equitable environment**

* Create a list of presentations/talks that faculty/staff can offer at regional community organizations, colleges/universities, graduate programs, etc.
* Prepare a list of Talking Points for any staff/faculty who present a talk/program at regional organizations ~ so they talk explicitly about the college’s commitment to serving the needs of all students, and attracting and retaining faculty and staff who demonstrate the skills and competencies to serve the increasingly diverse student populations
* Proactively contact regional organizations, especially those with graduate programs, and offer faculty and staff as guest speakers
* Expand the college’s website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the college’s commitment to creating an inclusive campus community and hiring and retaining staff and faculty who demonstrate the competencies and skills to support the academic success of the full range of students on campus; links to information about the region, including the housing market; schools; community organizations; businesses, etc.; links to descriptions of benefits; etc.
* Create a “research center” on campus that is inter-disciplinary and focuses on issues of diversity, inclusion, and anti-racism

**4. Advertising** ~ Expand advertising efforts to include:

* Review the data about the demographics of applicants from each of the current advertising venues
* Assess the current advertising venues of peer institutions and local corporations/non-profits who attract and retain a racially diverse workforce
* Expand the list of listservs/bulletin boards/newsletters/web sites for posting positions to include the professional organizations that faculty and staff participate in within their field
* Post job announcements on additional venues, such as: National Name Exchange Program, [www.grad.washington.edu](http://www.grad.washington.edu)
* Send all position descriptions and lists of preferred competencies and experiences to all staff/faculty, and ask them to help recruit applicants and to send the announcement to colleagues on listservs, etc.
* Send a personalized email with Position Announcements to all recent hires and members of all EDIB Affinity Groups, Equity Councils, Task Forces, Equity-related committees, etc.
* Send Position Announcements to all networks and contacts: department chairs, deans, career centers, faculty advisers, etc.
* Meet with key leaders and groups on campus to brainstorm additional advertising and recruiting strategies (union leadership; key leaders of EDIB Affinity Groups, Task Forces, etc., Academic Coordinators, expanded leadership team, etc.)

**5. Develop additional funding streams**

* Set aside funding pools to hire faculty/staff who have highly valued skills and competencies with respect to creating inclusive, anti-racist campuses (Target of Opportunity Appointments)
* Create reward incentives that reinforce departments and leaders with a success record of retaining a racially diverse, culturally competent workforce

**6. Seek feedback on current processes and procedures**

* Gather feedback from recently hired faculty and staff regarding ways to improve the search process

**7. Create a formal process to support the successful transition of new hires**

* Focus on retention through formal mentoring programs for all new faculty and staff
* Create a template for “Transition Teams” to provide support to new hires over the first 12-24 months of employment
* Dual-careers: Plan how to support the partner/spouse of final candidates who are job searching in the region ~ pay for spouses to come to campus for the final interview; arrange for them to meet regional employers in their field

**8. Create institutional structures that encourage and reward efforts to increase multicultural competencies**

* Create the opportunity for staff and faculty to participate in a training program to become a “Inclusion Partner.” Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the college’s commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
* Require that all Search Committees have at least one “Inclusion Partner” on the team
* Create resources for the development of new cross-department/division programs and services to meet the needs of students from under-represented groups
* Create resources to support faculty who are developing new EDIB/anti-racism focused courses and/or infusing issues of EDIB/anti-racism into existing courses
* Allocate resources to support faculty and staff research on issues of academic success of under-represented groups
* Schedule several programs each year that explore issues of integrating EDIB into daily practices, such as: panels of faculty discussing how they infuse issues of diversity and inclusion into the curriculum; speakers and training sessions on the competencies to effectively serve various segments of the student population; presentations by faculty on their current research related to issues of anti-racism, equity and inclusion; roundtables of interested faculty and staff to share promising practices; faculty and staff retreats to increase skills and competencies and share best practices; etc.
* Require all staff and faculty to participate in a EDIB/Anti-racism training session every 2-3 years
* Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff/faculty to serve the increasingly diverse student population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current staff/faculty, especially those that demonstrate competencies and skills to serve the increasingly diverse student population

**9. Assess current practices and procedures**

* Gather data on the past 10 years and analyze the race/gender demographics by: job category; pools of all applicants/position opening; pools for 1st round interviews; pools for 2nd round interviews; candidates recommended for hiring; candidates offered positions; candidates hired; length of stay of new hires
* Gather feedback from recent hires about the search process and suggestions for improvement
* Gather feedback from recent participants in the interview processes and search committees for ideas for continuous improvement
* Share Lessons Learned with all Hiring Managers and potential chairs of future search committees 1-2 times/year; invite members of EBIB Affinity Groups/Task Forces to attend

**10. Define what the college means by a “racially diverse pool” ~ create minimum benchmarks**

* Search Committees should strive to have People of Color represent one-third of the initial interview pool
* The 2nd/final interview pool should have at least 2-3 people of color in it
* The set of recommended finalists to the Hiring Manager should include 1-2 People of Color

**11. Ensure that the training of Search Committees includes exploring potential bias**

* Review potential for unconscious bias; see Turner, pgs. 15-17
* Debunk common myths about recruiting People of Color: see Moody, pgs. 89-92
* Discuss the tendency to assume People of Color may be “less qualified,” and therefore, committee members may unconsciously require greater evidence of the skills and competencies of People of Color than white candidates
* Discuss the unconscious tendency to hire people who are similar to you by demeanor, style, values, interests, educational background, experience, etc.
* Discuss how the potential for “elitism” can eliminate promising candidates; explore possible unconscious preferences for certain graduate schools and preparation programs
* Discuss how promising candidates may have developed the preferred competencies through alternative job experiences and career pathways, i.e., community organizations, business, volunteer work and community service, military service, government work, etc.
* Emphasize how an effective search process is a powerful tool for retention of staff and faculty; therefore, reinforce the need to ensure that all candidates have a very inclusive, welcoming, and supportive experience throughout the search process

“The more successful search committees believe that racial and ethnic diversity both meets the programmatic needs of the department and advances the institution’s overall mission.” (Turner, pg. 5)

“All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future.” (Turner, pg. 13)

**12. Adjunct hiring processes ~ Form a cross-functional team of hiring managers of adjunct/part-time faculty to:**

* Gather current race/gender demographics of adjunct faculty and staff; disaggregate data by job function and division
* Review the recommendations in this document
* Consider similar strategies to increase the hiring of adjuncts who demonstrate the skills and competencies to effectively serve the increasingly diverse student population on campus
* Discuss how can the members of the EDIB Affinity Groups/Task Forces be involved in creating a broader network of potential candidates for adjunct positions

**B. Individual Position Openings**

**1. Job Posting/Job Description**

* Review and rewrite (as needed) the current position description to align with the college’s Strategic Plan, Commitment to Diversity, and list of Preferred Competencies and Experiences, etc.
* Ensure that the stated “minimum requirements” are essential to the position
* Ensure that the listed core competencies and preferred experiences specifically identify demonstrated cultural competencies to serve the increasingly diverse college student populations
* In the college overview, emphasize the institutional commitment to creating an inclusive campus environment and the expectation that all members of the community actively work to create inclusion and create programs and services that meet the needs of the increasingly diverse student population
* Suggested phrase to emphasize the organizational commitment to diversity: “The college is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area.” (Moody, pg. 97) See also Turner pgs. 17-18.
* Encourage candidates to apply who demonstrate the skills and competencies to serve an increasingly diverse student population ~ “We encourage candidates to apply who have demonstrated experience and competence to support the academic success of the increasingly diverse student population at colleges and universities.”
* List any credential(s) as preferred, unless mandated by laws or regulations
* List any years of experience desired as preferred
* Do not specify a deadline for applications; instead, “The Committee will begin reviewing applications \_\_\_\_.”
* Refer candidates to the college’s website where they can review: Strategic Plan, Mission, Values, Mutual Expectations, etc.

**2. Develop the list of Preferred Competencies and Experiences for this Position ~** These will be used as **Screening Criteria** by the Search Committee

* Gather input for this list from a broad group of constituencies who have reviewed both the revised position description
* To prompt input, ask: What knowledge, skills, and capacities are critical for the candidate to succeed in this position? Especially as they support the academic success of all students on campus? What skills and qualities do you want to see demonstrated by the person who is selected for this position?
* Search Committee Chair meets with Hiring Manager and Affirmative Action Officer to create an initial draft for Committee review
* Preferred Competencies and Experiences that relate to serving a diverse student population:
1. Demonstrated experience in serving the full breadth of students at a college/university
2. Demonstrated ability to collaborate and partner with colleagues across the college community to design and deliver innovative programs and services to support the academic success of all students on campus
3. Demonstrated experience working effectively on diverse work teams
4. Demonstrated ability to work effectively with students from the full range of differences reflected on college campuses, including, but not limited to: ableness/disability, age, economic/social class, English proficiency, ethnicity, family status, gender identity and expression, national origin/citizenship status, race, religious/spiritual expression, and sexual orientation
5. Experience developing and implementing programs, services, courses, etc., that are designed to meet the needs of the increasingly diverse student population

**3. Advertising**

* Send the posting with a cover letter to key colleagues at graduate programs and peer institutions who could recommend potential candidates and/or pass along the job posting
* Seek nominations from current staff and faculty
* Send the job announcement to all contacts and networks who have access to potential candidates of color; invite nominations and ask them to circulate the job announcement throughout their networks
* Send a letter to all people who have been nominated and invite them to apply
* Ask leaders and colleagues to make personal contact with potential candidates and invite them to apply

**4. Develop effective relationships with promising candidates**

* Ensure timely communications, such as: acknowledge receiving the application, call candidates prior to interviews to answer any of their questions and provide information about the interview, contact candidates to gather their questions about the position, the college and the region so this information can be shared with them during the interview or through other means, etc.
* Make personalized contacts with promising potential candidates of color; research their interests and areas of expertise, and discuss how these are valued and will be supported in their future research, professional development, and career paths; avoid sending generic emails and letters to promising candidates

**5. Develop a racially diverse pool of promising candidates**

* The Hiring Manager and the respective executive leader should confer with Human Resources regularly to assess the racial diversity of the applicant pool prior to the committee’s review of applications, and increase recruiting efforts as needed to ensure a robust, racially diverse pool
* Talk directly with contacts who have nominated promising candidates; be explicit about the college’s commitment to creating an inclusive campus community and hiring staff and faculty who actively contribute to the academic success of the full range of students on campus

**6. Forming Search Committees**

* Require that each committee’s membership is diverse by race and gender, at a minimum
* Require that all committee members have participated in a diversity training program within the past 2-3 years
* If there are not enough People of Color within the department to sit on the committee, pull from across campus and from the surrounding community, local colleges/universities, etc.
* Require that at least 1 member has completed the training for Inclusion Partners
* Require that all members have a demonstrated understanding of what skills and competencies are necessary for supporting the success of all students on campus
* Require that all committee members are committed to creating inclusion on campus and to serving the increasingly diverse student population
* Identify 2-3 members of the committee that have demonstrated competency in creating inclusive campus environments for all students, staff and faculty
* Appoint one committee member to serve as the “Diversity Officer” whose role is to partner with the chair to track the team dynamics as members discuss candidates, the demographics of the interview pools, and the fairness and equity of interview dynamics, and as the committee debriefs interviews and makes recommendations
* Membership of the committee should be reviewed and approved by the executive leader of the division

**7. Charge to Search Committee**

* The Hiring Manager, executive leader of the division, and/or the President meets with the Search Committee
* The executive leader and/or President talk about: the commitment to hiring faculty and staff who not only mirror the diversity of the students but also demonstrate the skills and competencies to effectively serve all students on campus; why having a racially diverse staff and faculty is crucial to the college’s success; why hiring people who demonstrate the competencies to effectively serve the increasingly diverse student population is critical to the organization’s future; their expectations regarding the identification of a diverse pool of candidates who meet the minimum requirements for the position; and emphasize the expectation for fair, inclusive search practices
* The committee is given their Charge by the Hiring Manager and/or divisional leader
* The Committee reviews and discusses the Charge and the list of Preferred Competencies and Experiences

**8. Preparing to review resumes**

* Chair and a subset of committee, or the entire committee, review all applications listed in “All Applicant” pool, in case someone meets the minimum requirements, but answered that online question inaccurately
* Review with committee members: What are the core competencies, skills and experiences we are looking for? What types of data and information will give us insights into whether this candidate possesses and demonstrates these skills and competencies?
* Create a Preferred Competencies and Experiences Matrix chart: list the 6-10 key preferred competencies and experiences and assess each resume/cover letter for indicators of these
* Conduct a practice session with the Committee to review several different types of resumes using the Preferred Competencies and Experiences Matrix chart

**9. Selecting a candidate pool for the 1st round of interviews**

* Review the position description and list of preferred competencies and experiences
* Develop a list of potential candidates (12-20 people)
* Note the demographics of this list by race and gender
* If there is not sufficient racial diversity among the candidates (25-30% of pool), then consider creating several smaller pools using different key criteria; form the pool for 1st round interviews from the top candidates across all of these smaller pools
* If the potential pool is not diverse enough by race and gender, consider reviewing candidates by race/gender alike groups, and select the top 2-3 from each group to interview

**10. Preparing for the 1st round of interviews**

* Invite the initial set of 12-20 candidates to submit additional materials that demonstrate their competencies and experiences working with the types of students who attend universities and colleges, i.e., articles, course syllabi, workshop outlines, copies of policies and procedures they developed, descriptions of programs they developed, course material they developed, etc.
* Ask each candidate to send a written response to the following questions: 1) Describe your experience working with students, faculty and staff who reflect the full range of diversity on a college campus. 2) Describe 2-3 specific examples that illustrate your skills and competencies for supporting the academic success of the full breadth of college students.
* Committee members review these additional materials prior to 1st round interviews

**11. After each Search Committee interview**

* The committee members use the job description and the list of preferred competencies and experiences to discuss their initial reflections about the strengths and areas of possible concern for the candidate
* The Chair takes notes and prepares a summary of the committee’s comments

**12. Selecting a pool of candidates to invite for 2nd round interviews**

* Review the position description and list of preferred competencies and experiences
* Solicit input from all committee members, even if they did not participate in a 1st round interview; they can still speak to their assessment based upon the resume, cover letter, and additional materials of the candidate, as well as the evaluations of those who participated in the interview(s)
* Select 6-8 candidates for a 2nd round interview
* Select at least 2-3 people of color to participate in 2nd round interviews
* Discuss and note the rationale for both selecting and not selecting each candidate for a 2nd round interview
* Discuss the rationale for this list of candidates with the Hiring Manager and the Affirmative Action Officer

**13. Clarify the specific guidelines and requirements for the Presentation session for 2nd round campus interviews**

* Review the position description and preferred competencies and experiences as you prepare to discuss the specific outcomes for the Candidate Presentation
* Develop a clear, consistent set of requirements for the presentation to send each of the candidates you intend to invite to a 2nd interview; include a description of the type of audience they can expect
* Ensure that the candidates will have the opportunity to demonstrate several of the key preferred cultural competencies during the presentation

**14. Preparing to bring candidates to campus for the 2nd round of interviews**

* Call each candidate and ask them with which individuals and groups they would like to meet during the interview process, i.e., staff/faculty with similar backgrounds and interests, students, recent hires, long-term employees, peers in other divisions, etc.
* Ask them what questions they have about the community, the region ~ gather and send them materials related to their questions, i.e., schools, housing market, spousal employment, community groups, businesses, etc.
* Review the Presentation requirements in detail with each candidate
* Be prepared to discuss issues raised by the candidate with respect to family and partner needs

**15. Preparing for 2nd round interviews**

* Committee members review Interview Guide to ensure there are enough questions and opportunities to explore the preferred skills and cultural competencies of each candidate
* Suggested questions: Describe an example that illustrates your demonstrated competencies to work effectively with a student population that is diverse by a wide range of group memberships, such as age, parental status, race, ethnicity, economic class, sex, gender identity, national origin, 1st language, sexuality, educational status of parents, etc. Describe a time you were not as inclusive as you would have wanted to be; what did you learn from that experience? Talk about how you have developed your skills and competencies to serve our increasingly diverse student population. What are some of your areas of strengths in serving a diverse student population; and what are some areas you need to develop further to increase your capacity to serve the full breadth of students on campus? Describe situations that demonstrate your ability to supervise and/or partner with people who are different from you.
* Candidates who are invited for 2nd round on-campus interviews should be asked to submit additional materials for review by the search committee and hiring manager prior to their campus visit, such as: a **Portfolio of materials** that demonstrate their commitment to creating inclusive campus communities that serve the needs of all students (i.e., training outlines they have facilitated, committee reports they have chaired, departmental mission statements they have developed, cultural audits they have implemented in their areas of responsibility, programs and services they have championed and developed that serve under-represented groups; letters they’ve written that were published in the campus or local newspapers; blogs they have written; etc. **Their answers to the following question**: Please describe three recent examples that illustrate the depth and breadth of your cultural competencies to create campus environments which serve the needs of an increasingly diverse student population.
* On-campus 2nd round interviews need to include opportunities for candidates to interact with students who represent a wide range of differences on campus, such as during a public presentation and Q&A session or a group interview with the Student Senate and other interested students; committee members’ observations of the candidate’s ability to effectively interact with all students should be included in the evaluation materials.

**16. Call candidate-identified references before candidates come to the 2nd interview/on-campus interview**

* Send each reference, prior to the call, the position description and the list of preferred competencies and experiences
* Develop a set of behavioral and performance-based interview questions to explore how each candidate aligns with the preferred competencies and experiences

**17. Present a realistic view of the position and the college**

* During interviews and discussions with candidates it is important to always present a realistic view of the campus environment, i.e., positive strengths and possible concerns regarding the current culture, climate, and unwritten expectations and norms; any additional expectations regarding advising, college service, research, regional and community involvement, etc.

**18. Evaluations**

* Give each person scheduled to meet with a candidate an evaluation, the interview schedule, the job description and position description, and the list of preferred competencies and experiences
* Evaluations should include questions that ask for a summary of the strengths and areas of possible concern for each candidate, and the related data/experience from which they based their assessment

**19. Contacting references beyond those supplied by the candidate initially**

* Before the Committee meets to identify their recommendations to the Hiring Manager, the Chair needs to call several additional people for references who have experience working with the candidates
* The Chair could ask the candidate for additional names, and/or let the candidate know that someone will be calling a few more people for references, beyond the list of names already provided

**20. Selecting final candidates to recommend to Hiring Manager**

* Committees should send a list of 3 candidates, unranked to the Hiring Manager
* This list should only include candidates who the committee clearly recommend for hiring
* This list should include at least 1-2 People of Color

**21. Reaffirm the policy and procedures for Hiring Managers to use if the 1st or 2nd interview pools or the final list for hiring is all white and/or all male.**

* Hiring Manager meets with the Chair to review the process to date
* Hiring Manager, and potentially the Affirmative Action Officer, personally reviews all resumes
* If the Hiring Manager finds more People of Color to add to candidate pool, Hiring Manager confers with Chair to invite these candidates for interviews
* If no other candidates are found, reopen the search and/or extend the deadline for applying and increase advertising efforts
* Reassess original minimal qualifications and/or position requirements, and revise if needed

**22. Make the offer to the top candidate**

* The Hiring Manger should be prepared to discuss additional “incentives” with the top candidate, such as professional development opportunities, stretch assignments, reduced teaching loads, research opportunities, etc.

**23. Preparing for the new hire’s orientation and transition to campus**

* Create a “Transition Team” to support the new employee’s transition and orientation to the college; include members from the Search Committee, colleagues in the department, peers from other divisions/departments, student leaders, etc.
* Have the team members plan how they will individually and collectively support their new colleague
* Hiring Manager meets with the Transition Team to review their plan to support the new hire’s transition
* Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order
* Find out when they intend to arrive on campus, and plan to have members of the department available to greet them and help them move in, if possible

**24. Orientation and transition to campus**

* Design team-building activities to fast-track the new hires entry into the department
* Schedule 1-1 meetings with the executive leader of the division, and other divisions
* Schedule a meeting with the President
* Schedule meet and greet meetings with key colleagues and partners
* Develop a mentoring program to support new hires for the first 12-24 months of campus; create 2 mentors/new hires: one from their area, and one from across the campus community
* Develop a professional development plan for new hires to ensure they receive critical information about the campus culture, procedures, policies, governance structures, etc.
* Sponsor regular gatherings for all new hires to meet and network with each other and campus colleagues