

Inclusive Tenure-Track Searches

Consistent with Illinois Wesleyan University's mission and the rationales elaborated in the University Council for Diversity statements and practices for building an inclusive and diverse community, Academic Affairs has adopted the following search procedures for all approved tenure-track and contingent faculty positions. Any exceptions to these procedures must be approved by the provost.

1. All search committees must include a **Search Advocate** (SA) who has undertaken training to serve in this role. The SA must participate in all aspects of the search process. However, it is not expected that SAs have voting rights, as SAs are there to provide oversight to the search process to ensure that we are doing everything possible to use search opportunities to diversify our faculty.
2. Tenure-track searches must be **active** processes. Rather than simply placing a position announcement and hoping for a qualified and diverse candidate pool, departments or search committees must formulate an active search plan that includes the following:
 - Ideally, the department maintains an ongoing cultivating process in which all members of the department work to make professional connections with institutions that produce PhDs from diverse backgrounds (or graduates with the appropriate terminal degree) who can bring an IWU career opportunity to the attention of strong candidates. It may also involve scouting for prospective candidates years ahead of an anticipated hire (keeping in mind to avoid creating expectations that may not materialize in the end). This cultivating and scouting can take place when attending professional meetings (encourage attendance at sessions that go beyond normal subdisciplinary interests to cast a wide net) and when visiting R-1 institutions (eg, when giving an invited talk).
 - The department must do *active* recruiting by reaching out to colleagues across the country to bring the job ad to the attention of a wide audience. This can be accomplished through email, regular mail, telephone conversations, and direct personal contact (when visiting other institutions or attending conferences). In addition, if the appropriate professional society has a committee or group with a focus on the issues of people from diverse backgrounds, efforts can be made to enlist support of such a group.
 - The position announcement (job ad) must contain inclusive language that strongly encourages applications from diverse candidates (see Appendix A). Beyond simply stating an interest in applications from diverse candidates, job ads should indicate that application materials must address the applicant's experience and efforts with inclusive practices. Whenever possible, the job ad should be written to be as broad as possible with regard to subdiscipline. Doing so increases the number of potential applicants and increases the opportunity to build a diverse applicant pool.
 - The job ad should be posted as widely as possible. In addition to "typical" advertising approaches, departments should seek to post the ad in venues that will increase the likelihood of reaching diverse candidates. Internet searches can identify such venues. Some helpful sources include:

<https://environment.uw.edu/places-to-post-faculty-job-ads/>

<https://www.bgsu.edu/content/dam/BGSU/equity-diversity/documents/hiring-practices/diverse-recruitment.pdf>

<http://www.bu.edu/apfd/recruitment/>

(Also see Appendix B)

- The active search plan must be submitted to the provost for approval before the search process may begin.
3. The search committee must consult with the SA to produce a rubric for assessing candidates' application materials (see Appendix C for an example). The rubric must match closely the clearly defined qualifications listed in the job ad. The rubric will be the basis for recommendations of candidates to "short list," to invite to campus for on-site interviews, and for the final selection of the hire. While the recommendations of the committee are important, the committee's use of the approved rubrics will be critical to the rationale for those recommendations. The candidate assessment rubric must be approved by the provost before the search process may begin.
 4. The search plan should include a "short-list" phase that includes contact by video conferencing or telephone. During these conversations it is important to probe the candidates on their experience and efforts with inclusive practices.
 5. The itinerary for on-campus interviews must include:
 - Opportunities for the candidates to meet and interact with faculty, students, and staff from diverse backgrounds. Feedback from those interactions should be assessed in the rubric.
 - At least one presentation by that candidate that is open to a wide audience. The presentation should communicate the candidate's scholarly/creative work. The presentation or an additional presentation can demonstrate the candidate's teaching abilities. Feedback from the presentation(s) should be assessed in the rubric.
 - Dinners, lunches, and other such interview events should be scheduled to be as consistent as possible among the candidates. For example, the faculty taking candidates to dinner should ideally be the same, and the type of restaurant should be as similar as possible (if not identical). Feedback from the informal interactions over meals should be assessed in the rubric.

Note: Before a search process can commence, the search plan, position announcement, and rubric must be approved by the provost.

Appendix A – Writing the Job Ad (subheadings are for illustrative purposes and are optional)

Sample Job Ad

ILLINOIS WESLEYAN UNIVERSITY

DEPARTMENT
ASSISTANT PROFESSOR [OF SPECIALTY]

Job Details:

Illinois Wesleyan University invites applications for the position of Assistant Professor of [description] in the [Department]. This tenure-track position will begin [Semester Start Date]. Salary is competitive and provides excellent benefits.

Institutional Information:

Founded in 1850, Illinois Wesleyan University is a highly competitive small liberal arts institution located in Bloomington, IL. (Can provide more information here, if helpful).

Note anything particular about the department (eg, a commitment to engaging students in undergraduate research or community-based learning or other distinctive strengths).

Qualifications:

Required: Candidates must have earned a Ph.D. in [discipline(s)]. <Or appropriate terminal degree> <In cases where ABD candidates are permissible, it is important to indicate how many years out from the completion of the degree the department is willing to consider a candidate>.

Preferred: Postdoctoral research experience is preferred. <Or highly desirable> <List any other preferences>

Responsibilities:

The primary responsibility will be to teach undergraduate [discipline] courses. The typical teaching load is three credits per semester, with two or three course preparations. Applicants will also be expected to participate in scholarly activities, provide academic advising to students, and participate in department, college, and university service.

The applicant must have demonstrable skills in oral and written communications. In addition, he or she must have observable dedication to undergraduate education; enthusiasm for professional engagement with students in and out of the classroom; and ability to work in teams in a collegial environment.

Special Notes:

Illinois Wesleyan University is strongly committed to recruiting, supporting and fostering a diverse, inclusive and civil community of outstanding faculty, staff and students. We seek candidates who have a

demonstrated commitment to supporting and further building our community in these dimensions. Illinois Wesleyan University is an EEO Employer.

Review of applications will begin on Month Day, Year; however, applications will be accepted until the position has been filled.

To Apply:

Submit the following:

1. a cover letter addressing qualifications
2. a *curriculum vitae*
3. a teaching and research / creative activity statement
4. a clear statement describing how research, teaching, and/or service has provided preparation for contributing to our commitment to address issues of race, gender, sexual orientation, disability, and/or other issues of history marginalization
5. contact information for three professional references

Questions may be directed to:

Name

Tel: 309.556.XXXX

E-mail: xxx@iwu.edu

Creating an Inclusive Job Description

(from the University of Maryland)

A well-constructed job description contains not only the qualifications and criteria for the role, but also serves as the outline for selection and future job performance. Research and best practices indicate the following can be used to create job descriptions that will attract a diverse candidate pool in faculty searches.

- 1) Broadly define the position qualifications.
 - Many female job seekers only apply for positions when they meet 100 percent of the qualifications listed in the job description.¹
 - Indicate the position is open to a broad range of specializations and encourage candidates from non-traditional career paths. For example, instead of “Degree in biology required,” state “Candidates with degrees in biology or related fields encouraged.”
 - List qualifications as preferred rather than required unless they are absolutely essential for the position.
- 2) Encourage candidates to note diversity related skills or experiences that contribute to the department, college, and university mission.
 - 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.²
 - Ask candidates to demonstrate their ability to work across diverse groups and contribute to inclusivity in the campus community. For example, “Candidates who have demonstrated a commitment to working with women and underrepresented minority students through teaching, mentoring, or administration are especially encouraged to apply” or “Candidates with experience teaching/conducting research on issues applicable to diverse populations are preferred.”
- 3) 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, publically engaged scholarship.³
 - Include information about cross-departmental or cross-college collaborations and describe interdisciplinary work currently being conducted within the department.
- 4) Use gender-neutral language throughout the description.
 - Linguistic analysis shows that word choice in job descriptions impacts the gender of who is interested in applying for a role. ⁴
 - Carefully evaluate the gendered meaning of adjectives when describing the position. Rather than using words such as strong, competitive, or other descriptors that emphasize an individual’s performance, job descriptions that incorporate gender-neutral phrases such as accomplished, committed, or successful will appeal to more candidates. For example, “Successful applicants will have a demonstrated ability to work collaboratively across departments” rather than “Competitive candidates will have a strong track record of directing graduate students.”
- 5) Describe teaching responsibilities and other duties outside of research.
 - Women faculty are more likely to report using student-centered teaching methods and spend more time advising students, and faculty of color are more likely to report a commitment to students’ moral and civic development.⁵

- Note the University's inclusive campus community and commitment to mentorship for diverse groups, for example, "Candidates are expected to have a demonstrated commitment to teaching and mentorship at both the undergraduate and graduate levels, including working with students and groups from underrepresented backgrounds."
 - Ask applicants to note experience with using different teaching methods, for example, "Candidates with a demonstrated ability to incorporate diverse perspectives into teaching and scholarship preferred."
- 6) Include a departmental commitment to diversity.
- Women, underrepresented minorities, and LGBTQ faculty may be particularly attuned to the climate of diversity at the institution or within the department.⁶
 - Note the department's efforts in building inclusive excellence, for example, "The Department of _____ is committed to increasing the diversity of the campus community. Candidates who have experience working with a diverse range of faculty, staff, and students, and who can contribute to the climate of inclusivity are encouraged to identify their experiences in these areas."

- ¹ Desvaux, G., Devillard-Hoellinger, S., & Meaney, M.C. (2008, Sep). A business case for women. *The McKinsey Quarterly*. Retrieved from <https://dca.org.au/app/webroot/files/file/gender%20documents/Business%20Case%20for%20Women%20Mckinsey%20sept08.pdf>
- Kay, K., & Shipman, C. (2014). *The Confidence Code*. New York: Harper Collins.
- Mohr, T.S. (2014, August 25). Why women don't apply for jobs unless they're 100% qualified. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified>
- ² Smith, D. G., Richards, S., Osei-Kofi, N., & Turner, C. S. V. (2004). *The Journal of Higher Education*, 75(2), 133-160.
- Mayhew, M. J., & Grunwald, H. E. (2006). Factors contributing to faculty incorporation of diversity-related course content. *The Journal of Higher Education*, 77(1), 148-168.
- ³ Antonio, A. L. (2002). Faculty of color reconsidered: Reassessing contributions to scholarship. *The Journal of Higher Education*, 73(5), 582-602.
- Mayhew & Grunwald, 2006 Rhoten, D., & Pфирman, S. (2007). Women in interdisciplinary science: Exploring preferences and consequences. *Research Policy*, 36(1), 56-75.; http://urbanuniversitiesforhealth.org/media/documents/Faculty_Cluster_Hiring_Report.pdf
- ⁴ 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.
- ⁵ Antonio, 2002. Eagan, K., Stolzenberg, E. B., Lozano, J. B., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). Undergraduate teaching faculty: The 2013–2014 HERI faculty survey. The Higher Education Research Institute.
- Hurtado, S., Eagan, K., Pryor, J. H., Whang, H., & Tran, S. (2012). Undergraduate teaching faculty: The 2010–2011 HERI faculty survey. Higher Education Research Institute: University of California, Los Angeles.
- ⁶ Bilimoria, D., & Stewart, A. J. (2009). " Don't Ask, Don't Tell": The Academic Climate for Lesbian, Gay, Bisexual, and Transgender Faculty in Science and Engineering. *NWSA Journal*, 21(2), 85-103.
- Eagan *et al.*, 2014
Smith *et al.*, 2004

Diversity Ad Language

(from the University of California, Berkeley)

Statement of departmental or University commitment to diversity that makes clear that faculty contributions to diversity and equal opportunity are valued in the selection process.

- The department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.”
- “The University/department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service.”
- “The University/department is interested in candidates who have engaged in service towards increasing the participation of individuals from groups historically under- represented in higher education.”
- “The University/department is interested in candidates who have an understanding of the barriers facing women and people of color in higher education.”
- “The University/department is interested in candidates who have a record of success advising individuals from groups underrepresented in higher education.”
- “The University/department is interested in candidates who will bring to their research the perspective that comes from a non-traditional educational background or understanding of the experiences of those under-represented in higher education.”
- “The University/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity.”

Additional DEI Considerations (Accessibility)

(Meg Miner's notes from a workshop on accessibility inclusion)

The speaker emphasized that these ideas/opportunities might be shared with all candidates so no one feels like they are being singled out for accommodations and no one has to self-identify and so feel awkward at the start of the interview process. Things that are appropriate for job ads can be a signal to all applicants of ways that the institution practices inclusive actions surrounding accessibility.

- Note any campus accommodations already in place [or nearby?] such as ASL interpreters, step stools, or assistance with moving/carrying materials
- Offer candidates an option of a driving or walking tour of campus
- Offer to send information – text or A/V – in advance of a visit [or maybe even an application?]
- Consider locations that are quiet for the informal lunch/dinner--possibly make it just a meeting over coffee rather than a full meal
- Build in breaks in the on-site day for candidates to have some down-time and also point out available quiet spaces on tours

Appendix B – Advertising and Recruiting Resources (source: Columbia University,

Office of the Provost)

ADVERTISING RESOURCES*

General:

Academic Keys

<http://www.academickeys.com/>

Affirmative Action Register

www.aarjobs.com

American Education Research Association (AERA)

<http://www.aera.net/>

American Physical Society

<http://www.aps.org/programs/roster/index.cfm>

Diverse: Issues in Higher Education

<http://diverseeducation.com/>

Diversity.com

<http://www.diversity.com/>

Equal Opportunity Employment Journal

www.blackoejournal.com

Higher Ed Jobs.com

<http://www.higheredjobs.com/default.cfm>

IMDiversity.com

www.IMDiversity.com

LGBTinHigherEd.com

<http://lgbtinhighered.com>

National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.

www.noglstp.org

Disciplines:

American Anthropological Association (AAA)

<http://www.aaanet.org/>

AAA: Committee on Minority Issues

<http://www.aaanet.org/committees/minority/index.htm>

American Chemical Society

<http://www.acs.org/content/acs/en/careers.html>

American Comparative Literature Association

<http://www.acla.org/>

American Economics Association (AEA)

<http://www.aeaweb.org/committees/cswep/>

American Historical Association (AHA)

<http://www.historians.org/>

AHA (African American History)

<http://www.asalh.org/>

AHA (Latin American History)

<http://clah.h-net.org/>

AHA (Women)

<http://www.theccwh.org/>

American Institute of Biological Sciences

<http://www.aibs.org/classifieds/>

American Physics Society

<http://www.aps.org>

American Political Science Association

<http://www.apsanet.org>

American Psychological Association (APA)

<http://www.apa.org/index.aspx>

APA (Office of Ethnic Minority Affairs)

<http://www.apa.org/pi/oema>

APA (Office of Women's Programs)

<http://www.apa.org/pi/women/index.aspx>

APA (Society for Psychological Study of Ethnic Minority Issues)

<http://www.division45.org/>

American Society for Biochemistry and Molecular Biology

<http://www.asbmb.org/>

American Society for Cell Biology (ASCB)

<http://www.ascb.org/>

American Sociological Association (ASA)

<http://www.asanet.org/>

Computer Research Association

<http://www.cra-w.org/>

Mathematics Association of America

http://www.maa.org/summa/archive/summa_wl.htm

Modern Languages Association (MLA)

<http://www.mla.org/>

MLA: Committee on Literatures of People of Color

http://www.mla.org/resources/committees/comm_professional/comm_color

MLA: Committee on Status of Women in the Profession

http://www.mla.org/resources/committees/comm_professional/comm_women

Ethnicity/Racial Affinity Groups:

American Indian Graduate Center

<http://www.aigcs.org>

American Indian Higher Education

<http://www.tribalcollegejournal.org/>

American Indian Science and Engineering Society

<http://www.aises.org/>

Asian Diversity Inc.

<http://www.asianlife.com/main/>

The Black Collegian Online

<http://blackcollegian.com>

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)

<http://www.nsf.gov/od/cawmset/>

The Faculty for the Future Project

<http://www.engr.psu.edu/fff/>

HBCU Connect.com Career Center

<http://jobs.hbcuconnect.com>

The Hispanic Outlook in Higher Education

www.hispanicoutlook.com

The Journal of Blacks in Higher Education

www.jbhe.com

National Consortium for Graduate Degrees for Minorities in Science and Engineering

<http://www.gemfellowship.org/>

National Organization for the Advancement of Black Chemists and Chemical Engineers

<http://www.nobccche.org/>

National Society for Black Engineers

<http://www.nsbe.org/>

National Society for Black Physicists

<http://www.nsbp.org/>

Nemnet

<http://www.nemnet.com>

Society for the Advancement of Chicanos and Native Americans in Science

<http://sacnas.org/>

Society of Hispanic Professional Engineers

<http://www.shpe.org/>

Society of Mexican American Engineers and Scientists (MAES)

<http://www.maes-natl.org/>

Affinity Groups for Women:

Association for Women in Science

<http://www.awis.org/>

The Chronicle of Higher Education

www.chronicle.com

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)

<http://www.nsf.gov/od/cawmset/>

National Academies: Committee on Women in Science and Engineering

<http://sites.nationalacademies.org/PGA/cwsem/index.htm>

National Institutes of Health: Women and Science Healthcare Network

<http://wish-net.od.nih.gov/professional/organizations.html>

Society for Women Engineers

<http://societyofwomenengineers.swe.org>

Women in Higher Education

<http://www.wihe.com>

ACTIVE RECRUITING RESOURCES**

Determining Size of Availability Pool:

National Science Foundation Survey of Earned Doctorates

www.nsf.gov/statistics/srvydoctorates/

NORC Career Outcomes of Doctoral Recipients

[http://www.norc.org/Research/Projects/Pages/survey-of-earned-doctorates-\(sed\).aspx](http://www.norc.org/Research/Projects/Pages/survey-of-earned-doctorates-(sed).aspx)

List of Minority Institutions Offering Advanced Degree Programs:

Minority On-Line Information Service (MOLIS)

<http://www.molis.org/selectinst.asp>

Lists of Women and Minority Candidates:

The Directory of Minority Candidates

<http://www.cic.net/students/doctoral-directory/introduction>

The Registry: National Registry of Diverse and Strategic Faculty

<http://www.theregistry.ttu.edu>

Rice University's NSF ADVANCE Program's National Database of Underrepresented PhD Students and Postdocs

<http://www.advance.rice.edu/NIFP.aspx?id=224>

Women in Science and Engineering

<http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx>

Appendix C – Sample Rubric

Candidate Evaluation Rubric Form

Name of Candidate: _____ Position: _____ Date: _____

<i>Please indicate which of the following are true for this assessment (check all that apply):</i>			
<input type="checkbox"/>	Read candidate's CV	<input type="checkbox"/>	Met with candidate one-on-one
<input type="checkbox"/>	Attended candidate's research seminar	<input type="checkbox"/>	Met with candidate in a group
<input type="checkbox"/>	Attended candidate's teaching seminar	<input type="checkbox"/>	

How effective do you believe the candidate will be in meeting the responsibilities of this position?

Please circle one in each category and provide evidence for the assessment.

<p>Interpersonal Skills: Does the candidate possess the required technical skills to successfully perform the job OR has he/she demonstrated the ability to perform these technical skills?</p>	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:
<p>Subject Matter Knowledge: Does the candidate demonstrate strong experience with the subject matter? Does the candidate confidently discuss issues and ideas?</p>	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:
<p>Knowledge and Skills in Research: Does the candidate demonstrate clear understanding and ability in research approaches and methods?</p>	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:

Knowledge and Skills in Teaching: Demonstrates mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles.	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:
Communication: Speaks clearly in small or large groups. Is organized, articulate and engaging. Communicates ideas effectively. Answers questions clearly and concisely.	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:
Leadership and Collegiality: Has experience in effectively working with others on various types of projects. Shows strong interest in participating in departmental activities.	Demonstrated	Somewhat Demonstrated	Not Demonstrated	Evidence:

Overall, I find this candidate to be:

Highly acceptable

Acceptable

Not acceptable

No opinion

Additional comments on the candidate's strengths or any concerns you might have: