2021-22 Faculty Fellows for Equity and Inclusion Final Report

Fellows: Drs. Masudul Biswas, Timothy Clark, Elliot King, Jason Prenoveau, Myra J. Smith, Rebecca Trump

1) Introduction

The 2021-2022 Faculty Fellows for Equity and Inclusion were tasked with following up on the recommendations of the 2020-2021 Faculty Fellows for Equity and Inclusion. To this end, we spearheaded two primary goals: 1) Thoughtfully addressing issues of diversity and justice in Loyola's undergraduate curriculum and 2) Proposing steps to improve Loyola's hiring and retention for faculty of color.

In this report, we summarize the work we completed toward these two goals. In the final section of this report, we detail additional ideas that came up during our work but that we did not pursue.

2021-22 Faculty Fellows for Equity and Inclusion Goal 1:
Diversity and Justice in Loyola's Undergraduate Curriculum
Subgroup Members: Drs. Timothy Clark, Elliot King, Jason Prenoveau

1) Executive Summary

During the 2021-22 academic year, a Faculty Fellows for Equity and Inclusion (FFEI) subgroup focused on the Diversity Course Requirement (DCR) worked to actualize and implement changes to the DCR that were recommended by the 2020-21 FFEI group. This work included sense-making of the 2020-21 recommendations, outreach to and feedback from Loyola stakeholders, presentations to relevant committees, and authorship and sponsorship of changes to the DCR using Loyola governance. These actions led to a more refined plan to reform the DCR and to the formation of a new committee to administer the DCR, make suggestions to improve the DCR, and implement any changes to the DCR that have been approved through the normal governance processes. The new committee will begin work in the Fall of 2022. A proposal to revise the DCR drafted by the FFEI subgroup has been vetted and supported by the Undergraduate Curriculum Committee (UCC). The ECG (Executive Committee on Governance) will assist in bringing the proposal for DCR curricular reform through governance in Fall 2022. In addition to these successes, new directions and opportunities arose for strengthening Diversity and Justice within the curriculum.

2) Context

Based on the 2020-21 FFEI recommendations, the subgroup planned for the year's work in early meetings of the Fall 2021 semester. We reviewed the 2020-21 FFEI recommendations, developed and distributed organizational tasks, and scheduled listening sessions with students and faculty to discuss the proposed changes. Feedback about the proposed changes to the DCR was positive, although we discovered pockets of faculty confusion about the current state of the DCR, departmental level apprehension about curricular changes for programs – especially those which are accredited externally, and student worry about the importance of faculty training and cultural competence independent of curricular changes. Holding these sessions prompted a refinement of the proposed changes to the DCR which allow for more flexibility at the department and division levels. To buttress the proposal, the subgroup met with Acting Provost Cheryl Moore-Thomas, Acting Chief Equity and Inclusion Officer Rodney Parker, and Diversity and Inclusion Specialist Rhona Little. Feedback from this meeting further clarified our thinking about faculty development needs and the possibilities for administrative support in this area. Subsequently, we developed an outline for funding and administrative support for faculty development that we deemed necessary for the success of the expanded DCR. The final outline for funding faculty development was shared with Dr. Moore-Thomas and Dr. Kim Derrickson. Both the funding outline and proposed curricular changes are included in the appendices (Appendix I and II, respectively).

During the academic year, it became clear that the subcommittee of the UCC tasked with administering the DCR was significantly under-resourced. We consulted with Dr. Marianna Carlucci and Dr. Andrea Giampetro-Meyer to better understand the tasks and work of this subcommittee of the UCC. (Our colleague Dr. Prenoveau is the third member of the DCR subcommittee of the UCC.) The entire FFEI group discussed several options for a new faculty committee dedicated to Diversity, Equity, and Inclusion (DEI). Through these conversations, meetings with the ECG, and presentation at the UCC, we drafted and stewarded a motion through the faculty senate to create a new committee tasked with administering the DCR as well as implementing any changes to it that have been approved through the normal governance process. This motion is included in Appendix III.

3) Outreach to stakeholders

The FFEI group held three open forums for faculty and students to discuss changes proposed by the 2020-21 FFEI cohort. The forums were held on November 11, 16, and 17, 2021.

The faculty sessions were well attended and featured lively discussions. Faculty noted the tension between seeking infusion of diversity and justice across the curriculum and the logistical, curricular, and administrative challenges for departments that would be creating new (required) courses. Several of the faculty suggested and supported the creation of courses that could serve as a common experience for students in a division like the Natural and Applied Sciences (NAS). Such a course could help departments and programs scaffold to the required, major level course over the length of the phasing in period. Many faculty expressed a desire for clear guidelines and rubrics for the requirements of a Diversity-Justice (D-J) course (one of the proposed changes involved reframing and renaming the Diversity Courses to Diversity-Justice Courses). Interest was also expressed in rubrics and support for scaling current courses into a D-J offering. One main takeaway was that transparency in the approval process would help faculty significantly. Several faculty members expressed concern that the necessary level of administrative support for this initiative would not be provided.

Loyola undergraduates in attendance were supportive of increasing the number of courses required for the DCR, as there is a broad understanding that students can shop around and have a low-impact DCR experience if that is what they seek. Although interested in further infusion of D-J ideas throughout the curriculum, students expressed concern about the inconsistency of faculty preparedness to teach such D-J courses and hoped that there were ways to ensure that well-intentioned course designs would not do more harm than good. Students also suggested the use of mid-semester climate surveys for all D-J courses to give students voice and agency in ways that would help instructors and students.

4) Outlining the contours of faculty development and its associated funding

Throughout the fall 2021 semester, the full FFEI group discussed changes to the DCR and general Equity and Inclusion issues in Loyola’s workplace, curriculum, and classroom environments. These discussions were motivated by both reports from the 2020-21 FFEI: the Diversity Course Requirement subgroup report and the Difficult Conversations subgroup report. Focus group feedback and FFEI internal discussions in these areas motivated discussions with Dr. Carlucci, who arranged a meeting with Acting Provost Cheryl Moore-Thomas, Acting Chief Equity and Inclusion Officer Rodney Parker, and Diversity and Inclusion Specialist Rhona Little.

In the meeting, we presented the proposed changes to the DCR, highlighting faculty and student questions about ways to leverage administrative support to ensure successful implementation of the changes. Dr. Moore-Thomas, Dr. Parker, and Ms. Little expressed support for the proposal, asked pointed questions, and raised the idea of focusing on the environment for learning in addition to the curricular ideas we brought to the discussion. The meeting led to improved understanding of the relationship between faculty development, fundraising, and the university's broad-based E&I goals. Dr. Moore-Thomas asked for a one-page funding outline that could lay the foundation for future discussions with Acting President Amanda Thomas and President-Elect Terrence Sawyer. After the meeting, our subgroup met to discuss and solidify the details of this outline. The outline is included in the appendices, titled *Inclusive Teaching Faculty Development Initiative, Diversity-Justice (D-J) Requirement Change.*

5) Diversity Course Requirement Committee approval process

To improve the efficacy of the current DCR and prepare for future changes, the subgroup developed an action plan for the creation of a new committee to administer the DCR. Subgroup members met with Dr. Andrea Giampetro-Meyer, current UCC member and chair of the DCR subcommittee of the UCC. The wide-ranging discussion gave a broad sense of the history of the DCR and its current challenges. The discussion informed the creation of the DCR committee proposal included in the appendices. After authoring the proposal, the subgroup presented the proposal to the UCC, which supported its continuance through governance. The subgroup then brought the proposal to the ECG for feedback and to chart a way forward. Along the way, minor edits to proposal language and committee membership were adopted. The subgroup subsequently brought the motion to the Academic Senate. After lively discussion as a Motion for Consideration, the proposal passed. In the subsequent meeting, the Motion for Decision passed without discussion. The Faculty Affairs Committee included the call for volunteers for this committee in its spring 2022 communication, and the committee will begin work in the fall semester of 2022.

6) Groundwork for Curricular Changes

Curricular changes to the DCR currently exist in the form of a draft motion (included in the appendices below) for future presentation at Loyola's academic senate. This motion garnered unanimous approval by the UCC in the spring of 2022. The subgroup has partnered with the ECG to bring the motion through university governance in AY2022-23.

7) Tasks for the new DCR committee

a) Shepard proposed DCR changes through governance
b) Develop a cycle for assessment, related to course types
c) Continue to conduct assessment of the DCR learning aims
d) Close the loop on assessment using 2021-22 results
e) Modify the criteria for D-J courses and their approval
f) Streamline the approval process
g) Identify course, program, and departmental sites for D-J expansion

Appendix I

Inclusive Teaching Faculty Development Initiative
Diversity-Justice (D-J) Requirement Change
~$540K

Toward inclusive, thriving, diverse classrooms that support disciplinary and inter-disciplinary conversations about power, privilege, difference, and justice. Increasing the diversity course requirement from 1 to 3 courses over a five-year period with an intentional progression from introductory, to within-discipline practice, to mastery.

1. Classroom Climate and Management: Summer and academic year professional development for faculty to deepen inclusive teaching practices – a multi-day workshop and follow-up accountability through faculty peer observations and discussions
(~$150K per year for two years for a total of ~$300K)
    - Hire outside pedagogical experts to facilitate workshops on classroom management, course policy, and content decisions that have evidence-based positive impacts in fostering inclusive classrooms
      $70K

    - Fund stipends for faculty attendance at the workshop and participation in peer discussions during the academic year
      $80K for 350 faculty stipends @ $225 per faculty

2. Curriculum Development: Faculty incentives to strengthen Diversity and Justice offerings
(~$120K)
    - Fund stipends for faculty to revise a current offering so that it meets the standards of a Diversity-Justice course.
      $40K for: stipends to 20 faculty @ $2K per faculty

    - Release faculty from teaching one course so that they can design a new disciplinary or interdisciplinary offering that meets the standards of a Diversity-Justice course.
      $44K for: 11 faculty course releases @ approximately $4K per release

    - Future: fund stipends for current Diversity teaching faculty as they refresh their Diversity offerings to meet the standards of a Diversity-Justice course.
      $37.5K for 50 faculty @ $750 per faculty

3. Accelerate Disciplinary Initiatives: Provide start-up funds that foster department-led initiatives
(~$120)
    - Provide departments with funds for D-J training by disciplinary specialists with experience integrating D-J into curricula. 10 departments @ $12K per department.

Appendix II

Motion to the Faculty Senate from the Faculty Equity and Inclusion Fellows
Proposed Revisions to Loyola's Diversity Course Requirement

Please see the Justification section below for a summary of the multi-year course of events that contributed to the development of this proposal.

Motion: The following revisions to Loyola s Diversity Course Requirement are proposed:

Renaming it as the Diversity-Justice (D-J) Requirement. The name change would serve to highlight the importance of *social justice* in our undergraduate curriculum. Also, as detailed below, under the current proposal, courses would need to infuse concepts of both diversity and justice to be designated a D-J course; thus, the name change would better reflect the content of D-J designated courses.

Changes to the Number and Type of Course(s) Required. Although implementation would be done in stages (described below) over several years, it is proposed to increase the number of required courses from 1 to 3. The change would not just increase the required number of courses; a key aspect of the change would be the idea for students to have a progression of D-J courses throughout their undergraduate career. Students' early experience would be a D-J course at the 100/200 level which incorporates discussions of diversity, equity, inclusion, and justice as a foundational link. Additionally, students would take a D-J course within their major, providing them with training in how diversity and/or justice issues impact their chosen field. Finally, in taking an advanced-level D-J course, students would deepen and apply knowledge of diversity and justice. Thus, a key aim of the current proposal would be to shift away from a box-checking mentality (need to make sure that students hit one Diversity Designated course in their time at Loyola) to a more intentional planning of a sequence of D-J courses at introductory, practice, and mastery levels.

The proposed steps and approximate timing are:

In the near term (AY2023-2024), the number of required courses would be increased to two: one 100/200 as an introductory D-J course and one 300/400 as an elective from *any* department.

Approximately 2-3 years after the initial increase to two D-J courses (AY 2026-2028), increase to three required courses: one 100/200, one within major requirements (although not necessarily offered by their department), and one 300/400 as an elective from any department.

Approximately 2-3 years after the increase to three D-J courses (AY 2029-2031), a shift to the major requirement D-J course being offered by the department: one 100/200, one within major requirements (offered by their department), and one 300/400 as an elective from any department.

Changes to the Diversity Course Designation Process. Currently, to become a Diversity designated course, the predominance of course content (at least 51%) must fulfill the goals, aims, and outcomes for one of the three diversity categories: Global Focus, Domestic Focus, or Justice Focus. It is proposed that the requirement of specifying a type of diversity of justice (e.g., Global Focus, Domestic Focus, or Justice Focus) be removed. Additionally, instead of a percentage of course content addressing Diversity and Justice aims, goals, and outcomes, it is proposed that to be designated a D-J course, concepts of diversity and justice are infused throughout the course, make up a substantial portion of course content (i.e., not measured by percentage, nor isolated to an occasional lecture/discussion/assignment), and that appropriate assessments are used to measure D-J learning outcomes. Whether or not the substantial portion criterion is met will be determined by the committee that vets D-J courses*.

*Diversity Course Requirement courses are currently vetted by a subcommittee of the UCC. However, the Faculty Affairs Committee has proposed creating a Diversity Course Requirement Committee to oversee management of the Diversity Course Requirement as well as implementation of any changes to this requirement.

Justification

Part of Loyola s mission is to inspire students to learn, lead, and serve in a diverse and changing world. Further, two of the University s Core values are Justice and Diversity.

Educating students toward Ignatian Citizenship includes preparing them to navigate, contribute to, and serve within a rapidly transforming, racially and ethnically diverse society. Critical to this is cultivating awareness of the breadth of human difference and to understand how issues of power and social justice intersect with human difference. One of the ways that Loyola has sought to address this during the past 18 years is through the Diversity Course Requirement. However, there are several ways that the Diversity Course Requirement could be strengthened.

First, gaining this kind of intercultural competence and justice awareness cannot be completed in a single course but is something that should be infused throughout a student's education at Loyola. In the summer of 2020, ALANA students, alumni, and faculty organized and raised their voices to name many important ways in which Loyola has not lived up to its mission regarding issues of equity and inclusion. A common theme of their critiques focused on the Diversity Course requirement. A letter spearheaded by Loyola alumni of color wrote, “The diversity course requirement is constructed to help students lead, learn, and serve in a diverse and changing world. Yet, this begs the following question: how does one course in diversity help students change the world?” (Alumni Letter).

In their response to the alumni letter, ALANA faculty wrote, “We strongly agree with students and alumni that diversity and racial justice need to be more deeply incorporated into the curriculum. As an initial step, we support the proposal from the Undergraduate Curriculum Committee to expand the diversity requirement to two courses . . . We thus encourage all departments to offer at least one upper-division course that fulfills the diversity requirement per semester.” (Statement from ALANA faculty)

Because of concerns about the Diversity Course Requirement being able to meet Loyola s goals related to diversity, equity, inclusion, and justice, Loyola formed the inaugural Faculty Equity and Inclusion (E&I) Fellows in academic year 2020-21. These E&I fellows developed a proposal to revise Loyola s Diversity Course Requirement, mainly after reviewing three sources of data: internal studies on diversity and relevant topics at Loyola in the preceding five years, diversity course requirements at peer and competing institutions, and two surveys conducted during that academic year: one surveying students and the other surveying Loyola Department Chairs (for details, see Integration of Equity and Inclusion which is the final report of the 2020-21 academic year E&I fellows).

The 2020-21 E&I Fellows identified several themes based on review of these materials. Specifically, there are fewer Justice Awareness courses than either Global or Domestic Awareness ones. Most undergraduate majors do not have a diversity course requirement in their major curriculum; this lack of connection between academic majors and diversity/justice plays a role in students randomly checking a box in diversity course requirement selections rather than viewing diversity as an integral part of their academic development. Although some peer and competing universities have similar single course diversity requirements, several of them have moved to two or even three course requirements (e.g., Georgetown University, Fairfield University, Scranton University).

To address these observations, the 2020-21 E&I fellows developed a proposal to modify Loyola s Diversity Course Requirement (again, for details, see Integration of Equity and Inclusion which is the final report of the 2020-21 academic year E&I fellows). The 2021-22 E&I Fellows were charged with

consulting with critical stakeholders about this proposal, making any modifications based on these consultations, and then beginning the process of implementing the revised proposal.
The 2021-22 E&I Fellows held multiple listening sessions for students and faculty in which the proposed modifications to the Diversity Course Requirement were reviewed and students and faculty were invited to provide input on the proposal. Specifically, student leaders from several student organizations were contacted and asked to invite the students who belonged to those organizations (e.g., Spectrum, Asian Cultural Alliance, Addressing the System, African Student Association, Association of Latinx Students, Black Student Association, Caribbean Students Union (CSU), Middle Eastern and South Asian Alliance, Mosaic: A Womxn of Color Initiative, Native American Students Association (NASA), Arabyola). Several faculty groups were also contacted and invited to attend (e.g., ALANA faculty, the Engaged Faculty group maintained by CCSJ (Center for Community Service and Justice), and DEI committees at the division level). Feedback from these sessions (see attached Student and Faculty feedback) was used to inform modifications to the proposal.
The 2021-22 E&I fellows then shared the proposal with the Provost and Vice President for Academic Affairs (Dr. Cheryl Moore-Thomas), the Chief Equity and Inclusion Officer (Dr. Rodney Parker), and the Diversity and Inclusion Specialist (Rhona Little). All three expressed support for the proposal in addition to giving feedback on the proposal.
The 2021-22 E&I Fellows then shared a summary of the updated proposal with the Undergraduate Curriculum Committee (UCC). After the UCC had the opportunity to review the proposal, the 2021-22 E&I Fellows attended a UCC meeting to get feedback on the updated proposal
The letters above -- together with the tireless organizing of many members of our university community, especially ALANA students, faculty, and alumni, form the basis of the proposal described here. We would like to acknowledge the intellectual, emotional, and institutional labor that these members of our community have expended to make Loyola a more just and inclusive place for all of us.

Additional Considerations

We have spoken to Dr. Moore-Thomas, Acting Provost and Vice President for Academic Affairs, who indicated that there would likely be institutional support for, and investment in, such a proposal. We have provided her with cost estimates for the following which have already been identified as costs needed to initiate and sustain the proposal:

- Education and training for faculty and advisors: e.g., support for development of courses, internal coaching for course revisions, and external consultants.
- Institutional support and investment: long-term, coordinated commitments from the university: e.g., training expenses, incentivizing D-J designations, hiring practices to increase faculty competent/passionate about teaching D-J in their fields.

It is important to highlight that this proposal is not intended to address all the concerns raised by faculty, students, and alumni related to the handling of issues of diversity, equity, and justice at Loyola University. This D-J requirement proposal would be progressed in tandem with other initiatives to improve D-J conversations in the classroom (and at Loyola generally), increase D-J content in all courses (not just those specific to D-J designation), hire and retain diverse faculty, etc.
The motion above refers specifically to the curriculum (and name) changes to the Diversity Course Requirement. Although not a part of the motion per se, it is also recommended that the implementation of these curricular changes be accompanied by consideration of the following changes:

- Messina: an overview of D-J requirement included w/curriculum planning and registration modules; core advisor training on D-J requirement (dispel mindset it is a box to check)

- Academic Advising and Support Center: advisors trained in D-J requirement structure and purpose
- Center for Community Service and Justice: building ties between Service-Learning courses and D-J courses.
- Enhanced communication of D-J requirement and purpose to students.

Appendix III

Motion to the Faculty Senate from the Faculty Affairs Committee

Creation of a Diversity Course Requirement Committee

Motion:
In order to have a dedicated body to administer the Diversity Course (DCR) requirement we propose forming a Diversity Course Requirement Committee:

Diversity Course Requirement Committee

A Standing Committee of the Academic Senate. Faculty members of this committee are appointed by the Faculty Affairs Committee (FAC).

Charter: The committee administers the Diversity Course Requirement, reviews proposals, and suggests changes related to the requirement. Curriculum changes either initiated, or reviewed by this body, must also be approved by the Undergraduate Curriculum Committee, and go through the normal governance processes.

Charge: The committee is charged with administering the University's diversity course requirement (DCR) and providing recommendations for improvement, both for more efficient administration and to better achieve the learning aims of the DCR.

Changes to the DCR that have been approved through the appropriate governance process--whether initiated by the committee or others--would fall under the purview of the committee regarding implementation.

Membership:

- 6 members from the faculty and administration. All faculty members are appointed to 3-year staggered terms by the faculty affairs committee; at least 1 also representative from the UCC:
    - 2 from the Humanities
    - 1 from Natural Sciences
      1 from Social Sciences
      1 from the Sellinger School of Business and Management
    - 1 from the School of Education
- 1 representative from academic affairs, ordinarily the Equity and Inclusion Faculty Fellow
- 1 representative from undergraduate student body, selected by the undergraduate student government association

  Additionally, 1 non-voting representative from the Records Department should be actively engaged in the committee's work to coordinate diversity course designations and catalogue changes.

  The representative from academic affairs also provides or arranges an administrative assistant to provide administrative support for the oversight of the diversity course requirement.
  The chair of the committee is elected by its membership each spring.

Time Commitment

Members of the committee are expected to devote three hours a month to the committee.

Rationale

The proposal of a new permanent faculty committee devoted to DEI is meant to address difficulties administering the current diversity requirement. In particular, the administration of the diversity committee has long been under the purview of the Undergraduate Curriculum Committee (UCC). However, administering the DCR is time consuming and can greatly increase the service burden of those on the UCC, already a time intensive committee.

As a result, a separate committee would allow the UCC to concentrate on curriculum proposals, while the Diversity Course Requirement Committee would be able to handle the day-to-day logistics of approving diversity courses, updating the course catalogue, and the assessment of the DCR.

The UCC would retain control over changes to the DCR and coordination would be facilitated with one representative from the UCC sitting on the diversity committee.

2021-22 Faculty Fellows for Equity and Inclusion Goal 2:
Hiring and Retention for Faculty of Color
Subgroup Members: Drs. Masudul Biswas, Myra J. Smith, Rebecca Trump

1) Objectives of this sub-committee

According to the 2021 Loyola Fact Book, 22% (75 out of 334) of full-time faculty at Loyola are Faculty of Color; this drops to 19% (22 out of 118) for part-time faculty. This is in contrast to 39% of the incoming undergraduate class of 2026 being Students of Color. The university lags in meeting parity between Faculty of Color on campus and the undergraduate student body. A diverse group of students expect a diverse group of faculty[1]. Therefore, an increase in student diversity requires that the university aggressively recruit and retain diverse faculty.

Complementarily, one of the takeaways listed in the *Difficult Conversations* report by the 2020-2021 Equity & Inclusion (E&I) Faculty Fellows suggested that "Loyola needs to invest in more university-wide DEI initiatives around faculty hiring and retention" (p.6). Our sub-committee's objective was to propose research-driven suggestions for recruiting, hiring, and retaining Faculty of Color to Loyola's Office of Academic Affairs.

2) Three Initial Suggestions to Improve Current Practices for Hiring Faculty of Color

Based on the review of faculty hiring practices (Appendices I - III) geared towards recruitment of more Faculty of Color at Loyola and E&I fellows' experience with faculty hiring, we proposed three ideas to Dr. Marianna Carlucci, Equity & Inclusion Fellow for Academic Affairs, with the hopes of immediate implementation. Below are those ideas and a summary of the responses/status:

Idea 1: All hiring committees for full-time faculty and Academic Administrators' positions (i.e., administrative positions that report to the Provost) should include representation of a DEI advocate or a representative from the office of the Chief Equity and Inclusion Officer (CEIO). Such representation should be mandatory; not dependent on the request of the hiring committee, since those who most need this perspective may be those least likely to seek it.

> Response 1: Currently faculty search chairs work with the Equity & Inclusion Faculty Fellow at Academic Affairs when preparing a search. Academic Affairs will work on integrating DEI-related practices when it comes to searches for academic administrators.

Idea 2: Currently the recommendation is that if the applicants' pool is not diverse enough, the search should continue or be extended. We recommended formalizing this practice. If an academic unit wants to hire from a diverse pool and decides to extend their search to do so, they

[1] Collins, C. J. and Kritsonis, W. A. (2006). National viewpoint: The importance of hiring a diverse faculty. *Doctoral forum: National journal for publishing and mentoring doctoral student research. 3*(1). Retrieved from https://files.eric.ed.gov/fulltext/ED499556.pdf

should not risk losing the faculty line/position, even it requires the search to continue into the following year's budget.

> Response 2: This is the policy. If a search fails, that department can search again next cycle.

Idea 3: The university uses guidance from this document "Hiring: Inclusive Language and High Impact Practices in Hiring" (Appendix II) to recruit Faculty of Color. The sub-committee proposed providing additional concrete guidance to search committees by adding details to the idea of being creative and not stopping at typical strategies in the advertising of positions to reach a diverse potential applicant pool. We proposed the following specific ideas: hiring committees contact appropriate heads of department(s) at minority-serving doctoral degree-granting universities (e.g., Historically Black Colleges and Universities, Hispanic-Serving Institutions) and place ads on websites, forums, and social media (notably, LinkedIn) that have outreach to diverse group of academics and professionals.

> Response 3: Dr. Carlucci will add more information to our hiring materials on how to be more creative, and add more information about how she engages in creative strategies with search committee chairs (since this depends a bit on the department). Dr. Carlucci will also add all the suggestions we made (linked in, etc.) to our materials. Academic Affairs will make these "tips" or suggestions widely available.

3) Retaining and Hiring Faculty of Color: Best Practices

Our next initiative was researching institutions engaging in best practices for the retention and hiring of Faculty of Color so that Loyola might follow suit. Below are takeaways on appropriate actions to take to hire and retain Faculty of Color. Notably, many of the suggestions stem from an in-depth conversation with Dr. Isis Settles, Director of the University of Michigan's Advance Program.

3.1) Faculty Retention Strategies

1. The University of Maryland has an initiative called "The Faculty Workload and Rewards Project" to address service equity since Faculty of Color report that the lack of recognition for "invisible service," (e.g., student mentoring, DEI-related service expectations). As part of this workload data-driven program, "academic department teams study their own workload data, consider and then adopt policies and practices to ensure equity in how teaching and service is implemented, assigned, and rewarded."

2. Faculty of Color often have negative in-classroom experiences. Since student evaluations can be biased against Faculty of Color, there are potential ways to address this issue:
   - Train evaluators about this bias so they can factor that in accordingly when evaluating Faculty of Color and women.

- Rely on 'peer' evaluations, but in a logical way since these can also be biased. For example, have a properly trained committee evaluate faculty across the university instead of leaving it to individual departments.
- Respect can be hard to achieve for some faculty members. Demanding it by requiring students to call Faculty of Color by their titles (Dr.) can be perceived as pretentious, when white faculty (often white male faculty) encourage students to call them by their first name, where the lack of need for this additional sign of respect is an unrecognized privilege. Perhaps suggest a universal approach to this at the institution.

3. Support faculty in their career goals. Have chairs get to know their faculty and support them accordingly or individually in their career goals. For example, chairs can help Faculty of Color to connect with appropriate campus resources and make introductions to others doing similar work on campus. Be aware the Faculty of Color may be experiencing bias in the field when it comes to publishing their work.

4. Community buy-in and training:
   - Train leaders so they are aware of and know how to address all the above ideas. For example, have workshops for chairs and program directors or add DEI issues/trainings/updates to all chairs' meetings, and any kind of all-leader trainings that might happen at the university. Note: Dr. Carlucci explains that Loyola is working toward this, but it is not standard practice at this point.
   - It is helpful if there is a buy-in from the university's top leadership on the above ideas. Have the provost communicate support on initiatives to all faculty, then get deans involved with their faculty more directly to encourage engagement in these issues.
   - Host a panel(s) of current and previous leaders with success in this area to share strategies that worked for them – faculty tend to be responsive to good ideas from colleagues. This is how Dr. Settles got the idea about the importance of chairs supporting faculty careers on an individualized level.

3.2) Faculty Hiring Strategies

1. If a division or school has a vacancy, and the department does not have representation for a diverse panel, a graduate student with a non-dominant identity can be asked to serve on the search committee. The shortcoming of this approach is the student-faculty power dynamics.

   For example, at Loyola College of Arts and Sciences the Dean has a student advisory board that has been involved in certain hires.

   Another option could be to include a faculty member from another department representing a non-dominant identity. However, be aware of recognizing these representatives' amount of service since they may be asked to serve on many such committees.

Have someone such as a “Faculty Excellence Advocate” or “Equity and Inclusion Fellow for Academic Affairs” serve on the hiring committee if scope is feasible. Note: This is already a practice at Loyola.

2. Communicate vacancies to ensure a slate of diverse highly qualified candidates:
    - Search is a verb – access your networks. Post on special interest social media groups, for example
    - Simply google search keywords to find the right outlets (e.g., Black chemistry academic). Though it may require more funding support to post job ads in more places, it sends a signal about an institution’s intention to hire faculty with diverse backgrounds.
    - Ask faculty to network accordingly at conferences: make connections with new scholars from underrepresented groups.
    - Make it clear in your job posting by saying such as, “We invite underrepresented communities to apply.” But before you post it, check the language with the university’s legal team.
    - Dig to diversify the pool, but specifically looking for diverse applicants. But then do not look at materials other than those that have been submitted once you have your pool.
    - See University of Washington’s Guidance on Faculty Hiring and Recruitment

3. Ways to determine that the pool for a faculty position is diverse:
   Compare your pool to stats from sources, such as the National Center for Educational Statistics’ Integrated Postsecondary Education Data System. Note, Dr. Carlucci relies on a similar database and does this for new hires.

4. How can one be intentional about having diverse candidates on the list of finalists?
    - Prior to reviewing any applications, set clear evaluation criteria, and consider if the criteria should be diversity-related, for example, a scholar researching under-served communities.

      Loyola Maryland does have a similar practice. Each search committee’s rubric needs to be vetted by Equity & Inclusion Fellow for Academic Affairs, with an eye toward how the person will meaningfully contribute to our stated goals regarding equity and inclusion.

    - University of Michigan’s Advance website offers more ideas (scroll to bottom)

3.3) Additional notes on Hiring and Retention Strategies

1. The University of Toronto elevates Black scholars with the Black Research Network (BRN): “The BRN puts a spotlight on Black research excellence that plays an integral part of what makes the University of Toronto the top university in Canada.”

2. The following two organizations might be worth pursuing partnerships with, to strengthen our commitment to recruiting and supporting faculty.
   - National Center for Faculty Development & Diversity
   - The PhD Project

3. In informal information gathering, we came across the following intuitively appealing suggestions:
   - Encourage Faculty of Color to apply since applications may be low because who wants to be the only X in a department?
   - Cluster hires can help Faculty of Color feel a sense of community.
   - Retain faculty by shielding historically marginalized faculty from excessive service + provide support for research.
   - Hire in subfields where diverse academics are more likely to be.
   - Appendix IV is a summary of further best practices put together by Dr. Kristin Haltinner at the University of Idaho.

4) Conclusions

In the past two years, Loyola University Maryland has made progress toward developing a system for hiring diverse faculty. All faculty search application evaluation rubrics and job descriptions need to be vetted by the Academic Affairs' Equity & Inclusion Fellow. Loyola also aims to include an E&I Fellow or diversity advocate on search committees for academic administrators. Academic Affairs is developing a list of suggestions for the hiring committees on how to be creative with reaching out to potential applicants/candidates with diverse backgrounds.

We highlight many more initiatives, including strategies other universities are employing, to create a culture of inclusion at the institution, and to improve the well-being of Faculty of Color.

Our hope is that the Office of Academic Affairs will gain insights from our research on hiring and retention strategies to increase the number of Loyola's full-time Faculty of Color, especially in the tenure-system, on a par with the growth in the number of Students of Color. We further aspire that, once here, these faculty will feel valued and be included meaningfully in the Loyola community.

Appendix I

2019-2020
SEARCH PROCEDURES for FACULTY POSITIONS

Revised September 2019
Office of Academic Affairs

Contents

OVERVIEW OF THE TENURE-TRACK FACULTY SEARCH PROCEDURES

Intentional professional practices that lead to a diverse pool and successful hire.

Hiring new faculty is an investment in the University and your department's future. Most tenure-track colleagues will likely be with the University for the next three to four decades teaching, serving, and producing scholarship. Their presence should engage students, other faculty, their fields, and perhaps local communities with whom they partner in ways that renew and reflect our most important shared value: strong truths, well lived. Think about the long-range development of your department, division, school, the University, and the profession as you actively participate in each tenure-track faculty search to build a faculty that will meet the overall needs of the University and reflect a diverse and changing world.

The goal of any search is to hire, from this year's pool if possible, the best faculty candidate for the position and the institution. New faculty members are colleagues who will help us better meet the needs of our students, prosper in the academic arena, and enrich the University community. Recruiting new colleagues requires foresight and planning, a full departmental effort, close adherence to current best practices in diversity and inclusion, and open communication with the Dean and the Office of Academic Affairs. The Provost approves all full-time, tenure-track positions; the Dean approves candidates hired into those positions, based on department recommendation.

This document provides an overview of the tenure-track faculty search procedures and a detailed guide for conducting an effective and inclusive search. It concludes with guidelines for what elements should or should not be adapted for non-tenure track searches in consultation with the Dean's Office for a given search. The procedures are revised and updated annually, and every effort is made to incorporate best practices and feedback from hiring departments. Your constructive suggestions on the process are always welcome.

The search process charges Department Chairs, search chairs, search committee members, and department members with specific responsibilities that allow searches to run smoothly, transparently, and successfully. Departments are supported in their recruitment work by three offices: Dean's Office, Academic Affairs, and Human Resources.

- **Dean's Office**:
  - advises on and approves faculty position requests
  - provides funding for search expenditures and startup funds
  - approves rubrics, participates in campus visits
  - makes or approves (depending on the school) the offer of employment to the selected candidate.
- **Office of Academic Affairs**:
  - designs search process informed by best practices in diversity and inclusion and department feedback.
  - provides search orientations and resources for designing inclusive searches.
  - acts as ongoing consultant to search committees to help articulate and resolve discipline-specific challenges in recruiting a diverse pool of candidates.
    - Questions: Contact the Associate Vice President for Academic Affairs.
- **Office of Human Resources:**
  - helps departments and search committees use the online search forms required in each search.
  - provides current information about general University recruitment procedures, advertising costs, required background checks, and best practices in the recruitment of international faculty.
  - meets with candidates during campus visits.
    - Questions: Contact Human Resources to identify the Generalist assigned to Academic Affairs.

THE SEARCH PROCESS (STEP-BY-STEP PROCEDURES)

If information contained in this search procedure differs from policies contained in the Faculty Handbook IV.A, defer to the Handbook.

Step 1. Initial Department Planning (requests)

A) Planning

On an ongoing basis, Department Chair consults with the Department and Dean about the need for and ability to hire a tenure-track faculty member to meet the future needs of the department, University, and profession.

B) Requests

- In early fall, the Provost issues a call for requests for tenure-track positions.
- Department Chair consults Dean's Office on current forms and format for requests.
- The Dean will vet the requests and, when supported, send them to the Provost for discussion and prioritization.
- The Provost collaborates with the Deans and the academic leadership team on a bundled Cabinet Questionnaire.

A similar process happens later in the year for non-tenure track position requests to meet course coverage needs. When an unexpected need arises off-cycle, contact the relevant Dean for guidance on how to proceed with a position-specific Cabinet Questionnaire.

C) Approval

The Cabinet will review and the President will either approve or deny the requested positions.

1) If a position is approved, the Dean will communicate to the Department Chair and a departmental designee can begin to proceed to the online Position Announcement Authorization Form (P.A.A.) in consultation with the Dean's Office, Academic Affairs and Human Resources.
2) If a position is not approved, the Dean will communicate with the Department Chair to provide context for the decision and future planning.

Step 2. Planning the Search (the Position Authorization Announcement - P.A.A. form)

A) Overview of the P.A.A. process

The first step in planning a search is filling out the P.A.A., which includes key details of the position and search (job ad, duties, contract dates, search committee, etc.). Good planning at this stage leads to a smooth process overall. The search committee chair, Department Chair, or approved designee should complete as much of this form as possible. Guidance on each component is below. Contacts for general questions:

- *Academic Affairs hiring liaison*: Planning the search, writing the ad, strategies for building diverse and excellent pool, navigating the PAA process.
- *Dean's Office*: Committee membership, cost avoidance, salary, estimated recruitment costs, GL numbers, etc.
- *HR Generalist*: Hiring software, legal requirements (e.g., visa sponsorship), job postings.

B) P.A.A. Review

Once the online P.A.A. form has been completed, it will be sent forward electronically for a series of reviews and approvals in Academic Affairs, Dean's Office, and Human Resources. The final approval is by the Provost (or designee), at which point HR posts to the university employment site.

If additional revisions are required during the approval process, the P.A.A. will either be returned electronically to the primary contact or a revision made in consultation with the Department Chair. Typically, an e-mail or phone call accompanies the returned P.A.A. to let the primary contact know what needs to be changed or added. Changes may also be documented in the history tab.

C) Step-by-step guidance on P.A.A. sections

The P.A.A. Form is available online (*https://careers.loyola.edu/hr*). This is a secure site and requires a username and password to input information. Obtain this login information from the HR Generalist, who can answer any questions you have about using the online system.

1) *Position title*
   Begin with the generic position name (e.g., Assistant Professor), then the specific discipline (e.g., School Counseling).

2) *Visa sponsorship*
   These questions must be answered. If it is likely that this search could result in the hire of a candidate who will require visa sponsorship to be eligible to teach at the University, this alerts Human Resources to begin appropriate inquiries to facilitate the change in visa status as soon as possible after a hire, and any potential legal requirements for a given position. (**Note** that it is not appropriate to ask candidates about their visa status during the interview and selection process.)

3) *Recruitment Budget*
   a. Include all expenses you believe the search committee will incur. Reasonable expenses include conference costs (if on-site interviews will be conducted), candidate travel, food, lodging, and parking fees. Dinners with candidates should be limited to only those who need to attend; ordinarily no more than 3-4 faculty members. All meals with the candidate are part of the interview process. Receipts should be kept and submitted, as appropriate.

   b. The Dean's Office has final approval of all recruitment budgets. Stay within the search budget.

4) *New Space*
   a. Indicate whether the department currently has sufficient office space to meet the needs of the incoming new hire. Then, consider the need for *additional* lab space or supplies, clinical space, office space and equipment, software, etc. when developing the P.A.A. If there are space needs, discuss them with your Dean; consideration and approval of new space happens outside the P.A.A.

5) *Other Costs*
   a. When considering "other costs," include any laboratory start-up costs, additional travel monies required to support the position, moving expenses, and other financial considerations unique to the position. The Dean must approve any *extraordinary* expenses before they are included on the P.A.A.

6) *Recruitment and Strategy*
   a. Describe all of the approaches that your department will use to attract a broad and diverse pool of applicants for your position. Active searches will employ strategies that go beyond merely advertising the availability of positions and may include, but are not limited to, such active efforts as: personal telephone and/or written notes and letters to colleagues or other individuals or groups who can assist in locating candidates. This might include:
      i. **Visiting** programs, job fairs, and conferences where underrepresented candidates and/or women candidates may be contacted.
      ii. **Sending** job ads to programs with a history of graduating members of under-represented groups. The Office of Academic Affairs can help search committees identify appropriate programs.
      iii. **Personally contacting** underrepresented colleagues and women colleagues at professional gatherings.

iv. **Using professional networks** of all search committee members, including conferences, personal contacts of faculty members, specialized list serves or other print and social media, regional meetings and professional organizations, graduate programs, etc. The Office of Academic Affairs can help search committees identify appropriate outlets for a given field or subfield.

v. **Using Department webpage and social media** to announce the position and link to the University's employment website so viewers can learn more about open positions.

vi. **Additional advertising outlets** that will attract a diverse pool of candidates able to contribute to the Jesuit educational mission. While the primary advertising outlet will be Loyola's HR site and a given discipline's main job list, actively seek additional outlets appropriate to the field to further increase and diversify the pool of qualified candidates. The Office of Academic Affairs can help search committees identify appropriate venues for a given field or subfield.

7) *Advertising content for external sources*

a. The Office of Academic Affairs recommends *The Complete Academic Search Manual: a Systematic Approach to Successful and Inclusive Hiring* [1] (available in the Faculty Development library) as an invaluable resource when planning and proceeding through the search process. Use this manual, especially chapter 2, to develop inclusive advertisements that will attract a broad, qualified audience. Contact the Office of Academic Affairs and the HR Generalist for support and advice in developing the advertising copy.

b. In addition to the Loyola employment website, Loyola can advertise simultaneously on the Mid-Atlantic Higher Education Recruitment Consortium (Mid-Atlantic HERC) (http://www.midatlanticherc.org/home), which is part of a national network to appeal to dual-career job seekers. The Office of Academic Affairs recommends this option.

c. Advertising language

Suggested language

Loyola University Maryland is a selective liberal arts university in the Jesuit Catholic tradition. The university is committed to intellectual excellence and social justice as it prepares students for a diverse and changing world. Recognized as a leading independent, comprehensive university in the northeastern United States, Loyola has a beautiful historic Evergreen campus in Baltimore and Graduate Centers in Timonium and Columbia. Loyola enrolls over 4,000 students in its undergraduate programs and about 2,000 students in its graduate programs.

Loyola is committed to fostering an inclusive environment and seeks applicants from all backgrounds who can contribute to its educational mission. Loyola is an Equal Employment Opportunity Employer and welcomes applications from underrepresented groups. Additional information is available at www.loyola.edu.

To apply, please go to www.loyola.edu/careers to complete the online application. Application review will begin on [date] and will continue until the position is filled.

Acceptable minimum

If the following minimum language does not appear in the advertisement you submit for review, it will be added by Human Resources before advertisements are posted.

[1] For examples of the difference between a position description and a profile, and how they are used to create an advertisement, see Lauren A. Vicker and Harriette J. Royer, *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring* (Sterling, VA: Stylus, 2006), pp. 10-15.

Loyola University Maryland is a liberal arts university in the Jesuit, Catholic tradition committed to fostering an inclusive environment. Loyola seeks applicants from all backgrounds who can contribute to its educational mission. Loyola is an Equal Employment Opportunity Employer and welcomes applications from underrepresented groups. Additional information is available at www.loyola.edu.

<u>Optional: Department-specific statements on inclusion and distinction</u>

The [Dept] is committed to __ and welcomes candidates who____.

Faculty in [Department] share an interest in/represent diverse interests and the Department welcomes candidates who____.

The [Department] contributes to [programs] across the university and welcomes candidates who_____.

Loyola's location in Baltimore offers unique opportunities for/access to______.

8) *Required and desired position qualifications*
   a. List *essential duties* and functions of the faculty position, in line with the Faculty Handbook. This will shape search committee deliberations and rubrics, as well as the expectations upon hire of the selected candidate. Essential duties and functions will include:
      1. teaching load
      2. scholarly expectations
      3. service (to the department, school, and/or University)
      4. special advising responsibilities, etc.

      These are functions that a hired faculty member must perform as a condition of employment. This information will be visible to all who read about the position on the Loyola website. Moreover, it is the text that you will craft for use in external advertising outlets, with limited modifications based on word count.

   b. Note on *rubrics*: All departments must develop a rubric based on the "required qualifications" language in the P.A.A. See section 3.

   c. ***Required qualifications*** are those qualifications that all viable candidates must possess. These include specified training and certification (Ph.D., for example); specific evidence of performance (a strong record of teaching and scholarship, for example); specific knowledge or experience appropriate to the position (experience in teaching at the college level, for example); teaching experience demonstrating successful use of high-impact practices such as collaborative assignments, multi-draft writing projects, student-led discussions, etc.; and the ability to contribute to the Jesuit educational mission. Candidates who do not possess these skills, education, and experience may not be considered. *These requirements are typically incorporated into the advertisement and used by all search committee members to evaluate candidates.*

   d. Note on *mission*: As a Jesuit, Catholic institution, Loyola is searching for faculty who are able to contribute to the Jesuit educational mission, as explained in the mission essay question and affirmed throughout the selection process. The position requirements should reflect this.

   e. ***Desired qualifications*** may or may not appear in the external advertising due to space limitations but will appear in internal advertising on Loyola's employment page. Therefore, assume these items will be visible to the applicant. Desired qualities are those that will be helpful in the position or to the department but are not primary or required for the advertised position (e.g., a degree beyond the minimum requirements, a second field of specialization, experience with a liberal arts institution, etc.). These capacities serve to distinguish experienced candidates from one another and may heighten the appeal of a candidate when desired qualifications meet a department's growing needs. When considering desired qualifications, consider which special experiences will help the department meet the changing needs of students, develop new areas of research and course offerings, reflect the future of the profession, and/or meet the needs and requirements of new institutional policies and the Strategic Plan.

f. Note: Candidates may not be hired on desired qualifications alone. These are of secondary interest when considering candidates.

9) *Print and Electronic advertising venues*

a. Job lists and General venues (HR)

List venues where and when HR should place the formal advertisement. A typical strategy will include the discipline's main job board, any other professional groups within the discipline that post job advertisements, and perhaps general academic venues (e.g., InsideHigherEd). Members of academic departments are most familiar with job posting venues in their field, and so departments are expected to take the lead in finding and developing these lists of advertising sites. Be specific about the outlets, including web address and length of time an advertisement should appear, so that the HR Generalist can place the ads in proper and timely manner. If these venues serve special populations (women, people of color, etc.) make this clear in the P.A.A. HR funds the advertising budget and the HR Generalist will consider questions of cost when finalizing the strategy with the Department. Questions: Contact HR. The Associate Vice President for Academic Affairs can also help committees identify additional venues.

b. Professional listservs (search committee)

Members of departments often are members of listservs that serve specific populations within the field. If this is the case, it will be up to the department and search committee to ensure that the member lists the position on the listserv. Note: For planning, please list who will do such postings and when.

10) *Calendar*

Include dates for specific recruitment activities (conferences, mailings, etc.), application review periods, dates for on-campus interviews, and dates when recommendations will be made to the Dean. Dates may be approximate but will give all parties involved an opportunity to plan appropriately.

11) *Primary contact person, delegate, and external member*

a. **Primary contact person**: either the search *or* Department Chair. This should be someone who can answer questions about the position description, the search process, etc. on behalf of the department and search committee.

b. **Delegate**: typically, an administrative support person who may be typing the P.A.A. into the system, retrieving applications and materials from the system, and keeping the search organized for the department. This person will need guest log-in information to gain access to the search site.

c. **External member**: All tenure-track search committees must have one external member who will be a full participant and will work with departmental colleagues to select the best faculty applicant from a fair and open process. Potential external members will be from outside the hiring department and should have prior experience in faculty searches at Loyola. The Department Chair submits a short list for the Dean's selection. Throughout the entire search process, external members function as do regular tenured or tenure-track departmental faculty members on the search committee, though typically external members do not attend disciplinary conferences where initial interviews may be conducted, though they should be involved in the selection of the interviewees and discussion of the results.

12) *Documents associated with this posting*

a. At this stage, list only what you will request up front for candidates to get into the pool. You may end up requesting additional documents at a later stage, depending search strategy and professional norms.
    i. Documents that ***must*** be requested at this stage typically include a cover letter and a *curriculum vita*.
    ii. Documents that ***can*** be requested at this stage may be a writing sample, a syllabus, a teaching philosophy statement, a list of professional references, or other documents requested by the search committee at the start of a search. The application can be processed without these items.

b. Note on ***recommendation letters***: Many search committees request that letters of reference and official transcripts be sent directly to the department delegate because Loyola hiring software does not necessarily interface with all dossier services or institutions. In this case, include instructions in the job ad and/or special instructions box.

c. Note on ***mission essays***: Academic Affairs and Deans recommend requesting the mission essay at a later stage of the search process when candidates and committees are in the best position for it to play a meaningful role in deliberations. See 4.C for how to receive the mission essay through Loyola's hiring software when it is not requested at the outset.

d. Note on ***complete dossiers***: By the time of the campus visit, a complete dossier for the Dean and Provost must include:
    1. cover letter and vita;
    2. copies of transcripts of undergraduate and graduate work;
    3. candidate's mission essay;
    4. three (3) letters of recommendation submitted directly to the search chair by recommenders;
    5. a writing sample and/or a research statement.
    6. *Other elements are optional, as discipline and search warrant.*

Step 3. Building the Pool: Posting the Ad, Recruitment, Pool Review

A) Search Orientation Meetings – "Are We Ready"
Before the search committee begins to review applications, all members of the search committee meet with representatives from Academic Affairs and the Dean's Office. The search committee chair should contact the Office of Academic Affairs to schedule this meeting as early as possible in the search process. The purpose of the meeting is threefold: highlight and clarify hiring policies and procedures, reinforce best practices for diversity and inclusion, dialogue about strategies and questions specific to the search. The goal is a shared understanding among all parties.

B) Building the Pool

1) At this point, the search committee actively engages in the recruitment process by ensuring that advertisements have been placed in all appropriate professional journals, at professional organizational meetings, making professional contacts, and sending letters announcing the position(s) to programs, graduate program directors, and individuals who may have contact with eligible and available people.

2) The search committee chair should check in with the HR Generalist to ensure that ads are placed in a timely manner.

C) Pool Review
Prior to reviewing the pool of candidates, the search chair contacts the Associate Vice President for Academic Affairs to generate an EEO report before further review of applicants occurs.

1) If the pool is acceptably broad and diverse, given available data, the Department and appropriate Dean will be notified by Academic Affairs in a timely manner. The search committee may continue with its process.

2) If the Associate Vice President for Academic Affairs determines that the pool might benefit from greater diversity, the Department and appropriate Dean will be notified and a conversation will ensue. Appropriate options for diversifying the pool may be offered to the search chair. In cases in which the search pool lacks sufficient numbers of qualified applicants or sufficient diversity, the search may be extended or canceled on the Dean's determination in consultation with the Provost.

At any time, search chairs are welcome to contact the Office of Academic Affairs for information concerning the viability of the current pool, including an EEO report.

Step 4. Reviewing Candidates: Rubric, Acknowledgement, and Evaluation

A) Rubrics
The search committee develops an initial screening rubric tied to the job description that all committee members will use to evaluate each dossier.

1) **Examples:** A sample rubric is available on the Faculty Hiring site and may be modified as appropriate. In addition, excellent examples are also available in Vicker and Royer's *The Complete Academic Search Manual*, 27-36. Also, review *Rising Above Cognitive Errors: Guidelines for search, tenure review, and other evaluation committees* (Moody 2007) for more information and cautions in the construction of the rubric. Both resources available from the Office of Academic Affairs (JH120).

2) **Use:** The screening evaluation form or rubric must be published and shared with the Department, and the Dean, ***before*** use. Once the Dean and the search chair vet it, the rubric will be used by all search committee members to review applications and as the basis of deliberations.

3) **Records**: Must be kept of all decisions made about each application, noting applicants who move forward in the process, those put on hold, and those rejected at this initial stage. These records (paper or electronic) must be kept in a secure location in the department for two years and then may be shredded or deleted. Additionally, correspondences with applicants must be saved.

B) Mission Essay
Search committees should request the mission essay at an appropriate stage so that it can play a meaningful role in deliberations in advance of campus visit invitations. Typically, this is at the semifinalist stage, though each field varies. The search chair must request a brief (approximately 2 pages) essay from each visiting candidate that addresses the candidate's understanding of the University's educational mission founded in the Jesuit tradition. The Jesuit mission essay is required of all candidates for faculty positions before they arrive on campus. The essay should allow those invited to campus to discuss at least one of the following matters:

- How Loyola's Core Values or Jesuit mission can inform and/or support their own teaching, research, and scholarship;
- How the candidate envisions contributing to the Jesuit educational mission, university-wide or in her or his discipline, on campus.

Note: Academic Affairs provides a convenient mission essay prompt on the Faculty Hiring site, which is accessible to external candidates.

Note: Academic Affairs recommends that search committees receive the mission essay via Loyola's hiring software, like other materials. At the appropriate stage, the search chair may submit a shortlist (typically, 10-15 people) to Human Resources to "reactivate" so that selected candidates can upload additional documents.

C) Preliminary Interviews—Disciplinary Conference
If it is ordinary practice in the discipline, search committee members may conduct preliminary interviews at professional meetings or conferences; this expense must be part of the initial P.A.A. process. Committees should prepare a script or list of questions (using approved departmental rubrics) to ensure that they have questioned broadly and asked all candidates for comparable information. All conference interviews should be conducted in a professionally configured suite away from bedrooms and other private areas. If this is not available, committees should secure a separate meeting space.

D) Preliminary Interviews—Alternate formats
If interviews are not conducted at a disciplinary conference, the search committee may want to conduct telephonic or electronic interviews. Telephone and digital formats are both acceptable. Committees should prepare a script or question list (using approved departmental rubrics) to ensure that they have questioned broadly and asked all candidates for comparable information. When evaluating candidates after these sessions, the medium through which the interview was conducted should be taken into account. **Note**: Interviews may not be recorded for absent committee or department members.

E) Selecting Campus Visit Finalists
Search committee members will review applications and develop a list of six to eight applicants who meet established and published criteria and merit consideration for campus interviews. Please consult with the Dean for additional information about how many applicants should be forwarded and whether they should be ranked or unranked. The search chair reviews this list and applicants' complete dossiers with the Dean for quality, diversity, and commitment to mission. The two determine which 3-5 comprise the short list for campus visits in light of the committee's choices.

1) If the search chair believes a candidate may request an abbreviated probationary period or appointment at a higher rank, the matter must be referred to the Department Chair and Dean, who will consult with the Provost.

F) Non-selected Candidates
The search chair may contact candidates who do not make the shortlist to inform them that they are no longer in consideration. This may be done with a polite standardized letter or email thanking them for their interest in Loyola and wishing them success in their own search. It may be wise to reserve a few acceptable back-up candidates until an offer is made and accepted.

Step 5. Interviewing Candidates: On-campus visits

A) Inviting Candidates
Once the list of 3-5 candidates who will visit campus has been finalized with the dean, the search chair has three distinct responsibilities:

1) It is incumbent upon the search chair to remind candidates that the University is an equal employment opportunity employer, does not hire based on religious affiliation, and supports faculty academic freedom.

2) The search chair must ensure that a complete dossier is created for each visitor and distributed to the Dean and those external to the department who will be interviewing the candidate. In the interest of

reducing the use of paper, the University's SharePoint site may be used to allow all interviewers to view candidates' records.

   a. A complete dossier consists of:
      7. cover letter and vita;
      8. copies of transcripts of undergraduate and graduate work;
      9. candidate's mission essay;
      10. three (3) letters of recommendation submitted directly to the search chair by recommenders;
      11. a writing sample and/or a research statement.

3) The search chair and support staff member must develop a detailed itinerary (see below) for each candidate and share that detailed schedule with those who will interview the candidate. Include the Dean in the distribution list.

B) Designing the campus visit

   1) **Dean & Provost**: All candidates should meet with both the Dean and the Provost (or designee). Contact these offices early to get on their calendars.

   2) **Human Resources**: A 30-minute meeting with an HR representative to discuss benefits and other matters related to work life must be. Schedule this meeting through the HR Generalist assigned to Academic Affairs.

   3) **Teaching and scholarship demonstrations**: All candidates should be asked to teach a class and/or make a faculty (scholarly) presentation during their visit.

   4) **Colleague meetings:** All colleagues who meet with the candidate should be trained about which topics are off limits for discussion during the interview. Use the approved rubric to guide their feedback.

   5) **Student meetings**: If candidates are to teach a class or meet with students, all students should be trained about which topics are off limits for discussion during the interview. Consider using a modified rubric to guide their feedback.

   6) **Jesuit candidates**: If the candidate is a Jesuit, he should also meet with members of the Jesuit Community, especially the Rector and the President if possible.

   7) **Meals and free time:** The Department may use free time to acquaint the candidate with the University or the Baltimore community. This may include one or more meals off-campus with at least some members of the Department. Note that informal events are part of the interview process and should be restricted to University personnel. If a larger gathering is appropriate, consider a breakfast or lunch to reduce costs.

   8) **Other**: The search chair should determine whether candidates will have the opportunity to meet faculty from other departments, representatives from relevant offices, or members of the local community or affinity groups. Consider what aspects of Loyola or Baltimore may be relevant to a given field of hire to provide candidates exposure to the resources available. In addition, customization may be done on a candidate-by-candidate basis in response to application materials, such as expressed research interests, home institution and program, other expressed special interests, etc. to determine whether another faculty member on campus might be a draw for the candidate. Options and strategies might be discussed in the dialogue between the search committee, Academic Affairs, and Dean's Office, or at any stage in the search.

C) *Preparing the candidate*
Before candidates arrive on campus, the search committee provides those invited to interview on-campus with two types of information:

Institutional information:

- information from Human Resources about benefits,
- undergraduate and graduate catalogues,
- the vision and values statements,
- the most recent Rank and Tenure Policy Statement,
- pertinent information about the University;
- and helpful information about Baltimore.

Tip: This information is conveniently bundled on the New Faculty website on Academic Affairs: http://www.loyola.edu/department/fdd/new

Detailed itinerary
Before they arrive on campus, candidates should receive a detailed, final draft copy of the interview schedule that includes names and titles of all persons scheduled to meet with the candidate during the visit, as well as contact information (e.g., cell phone) for the search chair or support person who will be their point of contact during the visit.

a. Include accurate contact information for the search chair, restaurants, departmental office, and other on-campus contacts and locations so that the candidate can depend on the schedule to remain oriented throughout the visit.
b. Arrange for transportation to/from the airport, such as car service or a cab.
c. Indicate any changes on an updated schedule delivered to the candidate upon arrival.

D) Preparing the Interviewers
Rubrics: As the search committee prepares for the on-campus interviews, members should use an interview evaluation form based on clearly articulated criteria consistent with the advertised position and the rubric used for initial screening, that all who interview will complete and submit to the search committee. The Dean will review the evaluation sheet before interviewers use it.

Guidance: All students, faculty, staff, and administrators who interviewed the candidate in class, private meetings, or in an open forum must provide structured feedback, preferably through an evaluation form aligned with the search rubric. The search committee will review such feedback and consider it when discussing finalists. It is the search committee's responsibility to ensure that students receive training on seeking appropriate feedback uniform across candidates, as well as what topics and questions are off limits.[2] Search committees may also suggest questions for the students to ask.

E) Ending the Visit
The search chair ends the on-campus visit by providing the candidate with information about the remainder of the process and a general timetable for making a decision. Candidates should not be informed of details and exact timelines for the process, including their place in the order of candidate visits. Candidates should be asked if there are any mitigating circumstances, other offers, extended travel plans, or other issues of which the hiring department should be aware during the process. Remind candidates to contact the search chair if their circumstances change during the search process.

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[2] See page 43 in Vicker and Royer's *The Complete Academic Search Manual* for a list of do's and don'ts. Ensure students are familiar with this list before the candidate teaches or meets with students. Also, review Joanne Moody's *Rising Above Cognitive Errors: Guidelines for search, tenure review, and other evaluation committees* (2007) for more information and cautions.

Example: "We are still engaged in our search process and would like to have things wrapped up in the next four weeks or so, at the latest, and hopefully sooner. If anything changes for you in that time, please contact us."

F) Expenses and Incidentals
Typically, the Dean's Office underwrites campus interviewees' travel, food, and lodging expenses. Candidates may still need to be reimbursed for incidental expenses, as supported by receipts. The department administrative assistant should request all information required (home address, social security number, etc.) to facilitate timely reimbursement when scheduling the interview visit. *All candidate reimbursements must be made within two weeks of submissions of receipts.*

Step 6. Making an Offer

A) Selecting the Finalist
The search chair presents the Dean with a summary containing an unranked list of candidates, along with their dossiers.

1) When the campus interviews have been completed, the department reviews the qualifications of all the candidates using the approved rubric and reaches agreement by consensus or vote on the ranking of the candidates. The Office of Academic Affairs recommends a confidential ballot at this stage to foster collegial conversation, ensure a fair procedure, and affirm the credibility of the final outcome. Any vote should include all tenured or tenure-track faculty (except those on leave who are not participating in the search process), including the external faculty member, as recommending, not recommending, or abstaining. The chair discusses the department's recommendations with the Dean.

2) If the number of acceptable interviewees is small, the department or the Dean may decide to invite other candidates to campus before proceeding with further consideration of candidates.

B) Contacting the Finalist
Once the Dean has approved the unranked candidates, and after conversation with the Department Chair, the making of the offer proceeds as follows.

- Typically, in Loyola College, the Department Chair will make an offer of employment after consultation with the Dean. The Dean, in conversation with the candidate, will handle any follow-up questions about the offer.
- In the School of Education and the Sellinger School of Business and Management, the Dean will make offers of employment.

1) Be sure to apprise candidates that the offer is contingent on successfully passing a background check. (See 7.A.2).

2) Discussions of compensation packages and startup funds happen at this point, between the Dean and the candidate. Depending on the candidate's record, the Dean may also discuss the possibility of credit for years of service toward tenure (ordinarily no more than two), which would be documented at the time of hire. See Faculty Handbook section IV.A.3 and the Rank and Tenure Policy Statement 4.2.

3) Candidates will be given a reasonable period to deliberate. That "reasonable period" is a function of current market conditions and will vary by search season, and it may be tied to national guidelines from disciplinary groups.

Step 7. Completing the Hire: Employment Recommendation, Background Check, Records

A) Chair Responsibilities
Once the offer has been made and it has been verbally accepted, the Department Chair has two responsibilities:

1) Employment Recommendation Form
The Chair electronically completes the Employment Recommendation Form through the online system. The electronic ER is then forwarded to the Dean. Once the Dean has approved and moved the position forward in the electronic system, Academic Affairs finalizes the position approval process, and the Generalist completes and closes out the on-line posting. If expediting the approval process is necessary, the Department Chair should inform the Dean.

2) Background Check
At the same time that the Chair completes the Employment Recommendation Form, the Chair also contacts HR to initiate the background check processes. The process typically takes approximately 48-72 hours.

a. The background check is confidential. Only the Dean, Department Chair, the Assistant Vice President for Human Resources or a designee, and the candidate will be aware of any concerns that may be raised by the enquiry.

b. If problems arise during the check, the aforementioned parties will discuss the matter to determine its importance. These parties will make a determination about whether the candidate can move forward in the process.

B) Letter of Appointment
The Dean prepares the letter of appointment (the contract) with copies to Academic Affairs, the Department Chair, and Human Resources.

1) In Loyola College, when the Dean receives a written acceptance to the offer from the new hire, the Dean forwards copies of the written acceptance to the Department Chair and to Human Resources. Then, the Department Chair sends the new faculty member the required I-9 and other tax forms that can be obtained from Human Resources, along with a welcoming letter. In the Sellinger School and School of Education, the Dean forwards copies of the written acceptance to Human Resources, and the Dean's assistant sends new faculty members the required I-9 and other tax forms. The Generalist contacts the new hire as necessary thereafter.

2) In order to close the search with regard to the other candidates, the search chair calls or writes those candidates who had on-campus interviews, tells them the position has been filled, thanks them for their interest in Loyola, and wishes them well. Search chairs also inform other applicants that the position has been filled.

3) In cases in which the candidate does not accept an offer, an offer should be made to the next ranked candidate that has been approved. If there is no candidate that is an immediate second choice, the search chair discusses the matter with the Dean; next steps (i.e., determining whether to re-advertise or close the search and preserve the position for a future search) are based on this discussion.

4) When no offers are made or no offers accepted, the search is an unfilled search. In this case, the Dean and the department chair should meet to determine what happened in the search process and the market to hamper the search. Then, the Dean will consult the Provost to determine next steps.

5) In an unfilled search, the search chair must write a letter to applicants informing them that the search has been closed. Thank them for considering Loyola and wish them success in their searches for appropriate positions.

C) Records

1) The searching department must retain written records of the formal recruitment and selection process for after the close of a search, whether that search has been successful or not. Departments must keep in a secure location all records associated with their searches, including application materials, notes used in the formal process of discussion and decision-making, letters between the candidates and the search committee members or search committee chair, and rubrics used for evaluation and evaluation forms completed by community members.[3] Departments may hold these records electronically on a secure drive. Once the two-year period has expired, the documents may be shredded or deleted.

2) If the finalist is a foreign national who requires visa sponsorship, the need for maintaining complete records is even greater. In that case, Human Resources will need these records to process the necessary documents in order to obtain the appropriate work authorization. Tenured and tenure-track faculty have 18 months from the time an offer is made verbally to apply for permanent residency. Temporary work authorization may be obtained for up to 6 years. Note that the time for applying for permanent residency begins with the verbal offer, not the date of the signed contract. Consequently, good recordkeeping and timely movement of paperwork is important to retaining international hires.

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[3] This comports with requirements found in Title VII and the ADA. The Equal Employment Opportunity Commission (EEOC or Commission), through this final rule, extends its existing recordkeeping requirements under title VII of the Civil Rights Act of 1964 (Title VII) and the Americans with Disabilities Act (ADA) to entities covered by title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which prohibits employment discrimination based on genetic information (Summary of EEOC's new rule, https://federalregister.gov/a/2012-2420; 29 CFR 1602). *"Educational Institutions and State and Local Governments must retain such records for **two years** from the date of the making of the record or the personnel action involved, whichever occurs later, but in the case of involuntary termination of an employee, they must retain the terminated employee's personnel or employment records for **two years** from the date of termination"* (29 CFR Part 1602, summary).

ADDITIONAL GUIDANCE ON NON-TENURE-TRACK SEARCHES

For both full-time Affiliate Faculty and Clinical Faculty, the Faculty Handbook specifies, "The hiring process for these faculty members generally follows the guidelines for tenured and tenure-track faculty (See Section IV.A.)" [IV-Q; IV-R]. For other appointments (4/5, half-time, per-course), the handbook provides more specific guidance because "Circumstances do not allow for the elaborate procedures employed in recruiting full-time faculty members" [IV.S & IV.T]. Assuming ordinary hiring timelines, Academic Affairs provides the following guidance for how to interpret "generally follows" in the Faculty Handbook.

Guiding Principle
Any modifications to the TT hiring process should be intentional decisions informed by the nature of the position, market conditions, standards of the field, and/or timeline constraints. In that spirit, below are some points of conversation between Departments and Deans.

Position Approval, Searches and Reappointments
The regular approval and budget processes are required elements for any position. Consult your Dean for current process. Once a position is approved, Chairs consult Deans on which approved positions require a search (see the HR hiring software), and which may be filled by reappointment (see form on the Academic Affairs hiring site). To be eligible for reappointment into an approved position, an individual must be in the same or similar position, initially hired from a competitive search, and have a successful annual review.

Rubric
Any search process requires a rubric aligned with the official position description, approved by the Dean's office. Be clear about any unique duties of the position.

Search scope: National/International, Regional, Local
Department Chairs should consult with Deans on the search budget and nature of the position to decide the scope of the search. Is a national search feasible given the time frame, resources available, or nature of the position? If reappointment is likely, a broader search is in the institution's better interest to yield a broader, deeper pool. Generally, regional or local searches are most warranted for short-term and last-minute needs. If a regional or local search is being considered: Is it likely to yield a high-quality, diverse pool? Or, in the case of some practitioner-based fields, if regional knowledge or licensing is a component of the position, a regional search may be preferable to a national one. Per-course, half-time, and 4/5 positions do not usually permit or require a national search.

Search committee / External member
Any full-time search must have a committee approved by the Dean. The size, scope, and possible presence of an external member depend on the nature of the search and position type, though search committees are typically smaller and less extensive than with TT searches. External members can be particularly helpful when a position will work outside the home department, as in many clinical or hybrid positions. If an administrative office will be central to the position, consider appointing a representative as external member. Per-course positions do not usually require a committee.

Mission
All successful candidates for faculty positions at Loyola must demonstrate an ability to contribute to the Jesuit, Catholic mission. For TT hiring, the mission essay is generally the key tool to evaluate that component and Deans ask that it be requested at a moment in the process most likely to yield a meaningful document that can meaningfully inform the deliberations. For NTT hiring, Departments should consult the Dean on how best to evaluate potential contribution to mission. Consider using the mission essay, especially if there is a possibility of reappointment; your Dean may require it.

Interviews

As with any faculty search, search committees should design and use a consistent interview process for all candidates. Before the search begins, Departments should discuss with Deans the search budget and whether an in-person or phone interview/video conferencing is most appropriate (the same medium should be used for all candidates when possible). If so, does the department have access to reliable technology and appropriate space? An on-campus visit may be feasible for regional/local searches. In those cases, campus visit itineraries must be shared in advance with visiting candidates, as with any faculty search. NTT campus visit itineraries are often less extensive than those for TT hires. Still, consider whether exposure to people and offices beyond the search committee is warranted given the nature of the position. Or, consider elements beyond the home department that may be helpful in recruitment.

Appendix II

Hiring: Inclusive Language and High Impact Practices in Hiring

Updated 2020

Everybody in the pool – You need to recruit diversity at the onset rather than trying to find diverse candidates in a homogenous pool during the later stages of search.

- **What IS diversity?** It is important to understand that there are many characteristics that people possess and that different characteristics will yield different lived experiences and levels of privilege. This concept, multiple identities, is called *intersectionality* (Crenshaw, 1989) and describes the complex social and political identities individuals hold that lead to differing levels of discrimination. While discussions of race and gender are particularly germane in the context of faculty hiring, you should attend to and be sensitive to other identities as well such as sexual orientation, ability, religious background, subdisciplines, and intellectual viewpoints. Representation varies by field, so it is important to have a nuanced understanding of diversity and inclusion that fits your discipline and department.
- **Define the position in broad terms** – Focusing on a single or small amount of research areas has advantages (especially if you need to fill certain areas of expertise in your department). However, narrow qualifications will lead potential applicants to select themselves out of the pool of possible applicants and may limit connections to newer or emerging areas of research that *could* fit into your departmental needs. Women and people from underrepresented groups are less likely (compared to white men) to apply to jobs unless they feel they match 100% of the job description (Hewllet-Packard). Open searches increase the total applicant pool and attract more diverse applicant pools.
- **Cues to belonging:** Comb ad for coded language. Using words like "dominant" versus "proficient" could send different messages.
- **Advertise broadly:** Have a conversation with the search committee about far-reaching recruiting strategies. Be creative here (e.g., is there a hiring Wiki page for your discipline?) and don't stop at the typical strategies (e.g., The Chronical of Higher Education). Speak to newer faculty about trends in job postings/listings as they will have a better idea of more recent channels than, say, faculty who have been at LUM for longer.
- **Questions to ask:**
    - Can you expand the position description to attract a wider range of candidates?
    - Have you considered all possible avenues for advertisement? Be creative.
    - Recruiting may require a personal touch. Do you know programs that are mentoring high quality candidates? Perhaps use your network to personally invite candidates to apply.

The Ad

Express institutional values: Research shows that special hiring programs (e.g., loan repayment details), family-friendly policies, and job descriptions that mention institutional values that support diversity are more likely to yield diverse hires. Put this front and center, rather than in a supplemental part of the ad.

- **Generally:** "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to LUM's stated goal of equity and inclusion of the academic community".

- **For Required Qualifications:** "The successful candidate must possess an awareness of and interest in high impact practices in line with the mission of Jesuit higher education". This would be included among other qualifications tied to the job posting.
- **For Preferred Qualifications:** "We seek candidates displaying a strong commitment to excellence in teaching, including an appreciation of or engagement in high impact practices in YOUR FIELD." **This could also go in "required qualifications".**
- **For Advertising Content for Venues consider:** "Loyola seeks a broad spectrum of candidates, including but not limited to women, people of color, persons with disabilities, sexual minorities, first-generation college students, those with non-traditional career paths, and those who understand, respect, and can actively contribute to the University's Jesuit mission and values. For more information about our values please visit: https://www.loyola.edu/about/mission
- **For University Description:** "Loyola's commitment to diversity and inclusion spans the entire campus. With a newly established Office of Equity and Inclusion headed by our Chief Equity and Inclusion Officer, we are committed to providing an environment where everyone can learn, grow, and thrive. Key efforts include faculty development programming, opportunities for learning (e.g., Diversity Reading Groups), investment in pedagogical resources for differential instruction (e.g., Fellows Programs), affinity faculty and staff groups, and following best-practices for hiring. For a full list of benefits to working at Loyola University Maryland, please visit https://www.loyola.edu/department/hr/benefits"
- **For Diversity Statement:** "Loyola University Maryland strongly values the benefits that diversity brings to the workplace. In accord with its Ignatian values, the University is committed to creating and promoting a community that recognizes the inherent value and dignity of each person. Loyola University Maryland does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, sexual orientation, gender identity, genetic information, military status, or any other legally protected classification. The University recruits, hires, and promotes in accord with this policy and its Core Values."

- **Express departmental values:** How does your department show a commitment to diversity and inclusion? Do you have Diversity Designated Courses? Faculty who routinely participate in on-campus diversity and inclusion initiatives? As a suggestion, you may want to include some of your accomplishments or interest in diversity and inclusion at a departmental level.

Mission Essay: Some departments require the mission essay for application, others require it once candidates move to a second level of consideration. We can discuss the pros and cons of both options in the context of your departmental needs. If you decide to make the mission statement required only *after* consideration you may consider the following language: **"Please note that all candidates who are invited to interview will be required to submit a mission essay that expresses how they will contribute to Loyola's mission and vision". For more information please visit: https://www.loyola.edu/about/mission**

Appendix III

NTT Conversations

Department Climate and Readiness

- How do you represent your department (online, at conferences, etc.)? It will be important to vet your digital and physical environment for inclusion. If the department does not describe itself as being inclusive to a range or people, subdisciplines, and open to different perspectives, people who hold different perspectives may not want to join your department.
- It is important that we don't offload "equity and inclusion" onto certain people (e.g., Faculty of Color). The truth is, that a person's expertise is most important when doing equity and inclusion work. It *could* be that Faculty of Color or female faculty or LGBTQ+ faculty have training and expertise in diversity, but we should not assume that. Best practices would denote that faculty should seek expertise in diversity and inclusion to keep your department ready for hiring and other important processes. Ideally, senior faculty (because of the hierarchical power they are afforded) would be charged with learning the literature on equity and inclusion and communicate emerging, data-driven information to the rest of the department.

Always be searching (ABS)

- Faculty know their disciplines. One way to diversify your pool/attract talented faculty is to *always be searching*. Faculty who go to conferences should be on the lookout for programs who consistently train talented faculty, especially underrepresented faculty. You need these people in your pool. If they are not in your pool, they have a 0% change of competing for the position you created. Thus, searching is a year-round process that the entire department should be actively engaged in.

Everybody in the pool – You need to recruit diversity at the onset rather than trying to find diverse candidates in a homogenous pool during the later stages of search.

- **What IS diversity?** It is important to understand that there are many characteristics that people possess and that different characteristics will yield different lived experiences and levels of privilege. This concept, multiple identities, is called *intersectionality* (Crenshaw, 1989) and describes the complex social and political identities individuals hold that lead to differing levels of discrimination. While discussions of race and gender are particularly germane in the context of faculty hiring, you should attend to and be sensitive to other identities as well such as sexual orientation, ability, religious background, subdisciplines, and intellectual viewpoints. Representation varies by field, so it is important to have a nuanced understanding of diversity and inclusion that fits your discipline and department.
- **Define the position in broad terms** – Focusing on a single or small amount of research areas has advantages (especially if you need to fill certain areas of expertise in your department). However, narrow qualifications will lead potential applicants to select themselves out of the pool of possible applicants and may limit connections to newer or emerging areas of research that *could* fit into your departmental needs. Women and people from underrepresented groups are less likely (compared to white men) to apply to jobs unless they feel they match 100% of the job description (Hewllet-Packard). Open searches increase the total applicant pool and attract more diverse applicant pools.
- **Cues to belonging:** Comb ad for coded language. Using words like "dominant" versus "proficient" could send different messages.
- **Express institutional values:** Research shows that special hiring programs (e.g., dual-career opportunities; loan repayment details), family-friendly policies, and job descriptions that mention

institutional values that support diversity are more likely to yield diverse hires. Put this front and center, rather than in a supplemental part of the ad.

  - **"The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to LUM's stated goal of equity and inclusion of the academic community"**

- **Advertise broadly:** Have a conversation with the search committee about far-reaching recruiting strategies. Be creative here (e.g., is there a hiring Wiki page for your discipline?) and don't stop at the typical strategies (e.g., The Chronical of Higher Education). Speak to newer faculty about trends in job postings/listings as they will have a better idea of more recent channels than, say, faculty who have been at LUM for longer.
- **Questions to ask:**
  - Can you expand the position description to attract a wider range of candidates?
  - Can you advertise the position more broadly?
  - Have you considered all possible avenues for advertisement? Be creative.
  - Recruiting may require a personal touch. Do you know programs that are mentoring high quality candidates? Perhaps use your network to personally invite candidates to apply.

Statements

- One way to gather information about candidates' commitment to equity and inclusion is to have applicants submit a statement about their part contributions to diversity and how they anticipate contributing to institutional equity and inclusion at LUM. This has two perceived advantages: First, it demonstrates to jobseekers (even those who do not apply) that LUM is committed to issues of equity and inclusion and is eager to hire people who have a strong track record in equity and inclusion and wish to be in an environment where they can continue to affect change. Second, it allows you to gather this important information from all applicants and use it in your vetting process/rubrics. This kind of statement may also have disadvantages. For example, jobseekers may be applying to dozens of jobs and creating an additional statement to apply to LUM may be a barrier to applying, thereby potentially shrinking your pool. However, it could be that applicants with strong commitments to equity and inclusion will apply despite the additional essay because they want to be part of an intellectual community that prioritizes these goals.

The Search Committee

- The broader your ad, the broader your committee should be. Make sure you have broad expertise represented among reviewers of applications.
- It will be important to attend to bias in the reviewing process. There are several models for doing this work. You should know that everyone holds bias, including people from underrepresented groups. Bias is part of our cognitive fabric, *and,* it can be attended to and ameliorated. Thus, ideally, everyone on the search committee would have a nuanced understanding of implicit bias and would be able to raise important questions during the reviewing stage. The goal is not to police the committee, but rather bring up important ways in which candidates might be differentially reviewed. For example, are there biases against a particular type of subfield or methodological technique? Are committee members interested in only taking candidates from certain programs or universities?
  - Because bias is often unconscious or automatic, one way to ameliorate bias is to review candidates with enough time such that those automatic biases are encountered and managed. Give enough time (15 – 30 minutes) to discuss each candidate (Martell, 2010; Sczesney & Kuhnen, 2004).
- Review past searches: What can you do better this time around? This is a good place to attend to: pool diversity, standardized protocols, rubrics, and who got an offer.

- Discuss, prior to beginning the search, how search committee members should communicate with candidates. Courteous and timely communication will reflect well on LUM. What information can be shared and not shared with candidates? Consider creating templates for different types of communication (acknowledging receipt of application, invitation to interview, informing applicants they are no longer being considered for the position, and next steps in the process if they are being considered). Transparency, organization, and collegiality matter here as the candidate may use this as an opportunity to understand "ways of being" at LUM.
- Discuss, prior to beginning the search, how power differentials and voting will be handled in the context of the search committee.
- Discuss, prior to interviewing candidates, how criteria listed in the job will be weighted and valued. What is important for this search?
- Discuss, prior to interviewing candidates, what questions will be asked of *all* candidates, the order of those questions, and who on the committee will ask each question.
    - Consider asking all candidates to demonstrate their commitment to diversity, and experience working in diverse environments. Designate someone in the search committee to ask this question to all candidates, preferably not a committee member who is a woman or an underrepresented person.
- Conduct a post-search debrief with search committee, chair, and hire to discuss hiring process. Use feedback to adjust for future hires (stay ready).

Data Management

- Document the entire search process: Create a record of search committee discussions, ads, nominations, recruiting efforts, interviews with candidates, interviews with references, and reasons/rationale for selecting or not selecting candidates.
- Collecting, maintaining, and reviewing accurate data about your pool is vital. You should track who makes the long, medium, and short lists, including the offers made, rejected, and accepted.
- You should keep ads, rubrics, and interview questions in a central repository in your department. You should discuss these materials semi-regularly, this will contribute to hiring readiness.

Structural Suggestions

- Reward systems in place for departments that have diverse search pools at onset?
- Accountability: How do Deans hold Department chairs accountable for the diversity of their pool?
- Attracting a diverse pool can be expensive. We may need to place more ads in more places and send faculty/representatives to conferences and programs that attract talented pools of candidates.
- May need to invest in programs such as Diversity Post-Doc Fellow program (see UMBC example) to have a continuous pipeline of talented and diverse faculty.

Appendix IV

Equity in Hiring Best Practices for Committees

Pulled together by Dr. Kristin Haltinner

Writing the Job Posting

1. Many universities and businesses require a diversity statement from candidates, but what might be even better is to **make "cultural competency" a required qualification for the job**. This is something that Portland State does (really perhaps the best model for good hiring.) Here is an example from one of their job postings:

Key Cultural Competencies	• Creates an environment that acknowledges, encourages and celebrates differences. • Functions and communicates effectively and respectfully within the context of varying beliefs, behaviors, orientations, identities and cultural backgrounds. • Seeks opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings with a willingness to change for continual improvement • Adheres to all PSU's policies including the policies on Prohibited Discrimination & Harassment and the Professional Standards of Conduct.

2. Consider **linking the job to positions that give consideration of historically marginalized populations** (i.e., "labor and gender" or "Indigenous History")
3. Consider adding **"public" or "engaged" scholarship** that focuses on supporting underserved or historical marginalized groups as a preferred qualification (i.e., examining Covid impacts on communities of color with a focus on public policy)
4. **Include possible salary range**. People who have not worked in academia may not have the sense of agency to advocate for a particular pay scale. This provides them with a clue as to what is reasonable to negotiate.

Recruiting a Diverse Pool

1. **Post your ads for as long as possible**. Often when jobs are posted for only a short while, you end up reaching people who have a social connection to the university already.
2. In addition to your general recruitment places, **also target those specifically aimed at people from historically marginalized backgrounds**. Here are some examples:
    1. Ecologists and evolutionary biologists from underrepresented groups that one could post a job opening with (https://diversifyeeb.com); or diversify chemistry (https://diversifychemistry.com). Similar groups exist in most fields of study.
    2. The Hispanic Outlook in Higher Education (https://www.hispanicoutlook.com/). Similar platforms exist for many groups of people.
3. **Identify promising PhD candidates or postdocs** at other universities and personally contact them about the posting. (Consider Minority Postdoc as a resource (www.minoritypostdoc.org/index.html))

Reducing Bias Among Committee Members

1. **Require mandatory implicit bias training for committee members.** This is current policy at U of I.
2. **Openly discuss potential areas for bias with the committee.** The biggest barrier in hiring a diverse group of employees are the biases and assumptions of committee members. People should not presume someone won't stay because they are brown or queer or if they have an employed spouse (it is illegal but so very, very common for this to happen). This type of bias often derails any policy-based efforts towards equity in hiring.

Another topic to discuss is the well-documented tendency for gender or racial bias to appear in reference letters and in success in grant applications.

3. **Empower committee members to call out biases** when they arise.
4. **Be strategic about any outside committee members** you choose.
5. **Be selective in the choice of all committee members**. Try to have folks from different ranks and identities but be careful not to overburden people from historically marginalized groups with these time-consuming committees.
6. **Include equity, cultural competency, and campus climate measures in your evaluation rubric**.

Making Your Program Appealing to People from a Variety of Backgrounds

1. Idaho is likely not the top place folks from marginalized communities to work, so you may want to follow the lead Portland State has provided and **create an equity statement** of sorts. Here is an example from one of their ads:

"Portland State's College of the Arts has made a strong commitment to anti-racism and is seeking faculty whose life-experience, research, and teaching can advance this work throughout our campus and community. This position is one of three full-time positions (Choral Music/Social Justice, Opera/Voice, and Music Education) open in the School of Music and Theater through which we intend to advance our work promoting equity, diversity and inclusion.

Portland State University serves the most racially diverse student population of any institution of higher education in Oregon and aims to center anti-racism, intersectionality, equity, and inclusion. The College of Education (COE) has adopted specific goals to combat inequity, which are outlined in the Educator Equity in Teacher Education Institutional Plan. The individual in this Assistant Professor of Practice position will have an important role in preparing critical educators with the capacity to implement anti-racist and anti-oppressive practices that drive social change for equity and inclusion.

Black, Indigenous, and People of Color (BIPOC) educators and/or multiply-minoritized people are strongly encouraged to apply."

2. Include **visits with Equity offices as part of on-campus interviews.** Consider the Office of Multicultural Affairs, the LGBTQA Office, the Native Student Center, the Black Cultural Center and/or the Women's Center.

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Other Ideas Not Pursued This Year

In the course of developing our proposals concerning reforming the diversity course requirement and developing strategies for recruiting and retaining faculty of color, the fellows considered ideas that eventually were not pursued but potentially might be worthy of consideration in the future. One idea was to implement faculty workshops on how to manage “difficult discussions” in the classroom. In researching that idea, it emerged that the impact of those kinds of workshops was unclear, and, in fact, as this article in the Harvard Business Review notes, could actually be negative if mandated. As an alternative, we felt that the university could explore ways to systematically flag problems that present themselves in the classroom and address those concerns directly with the faculty members involved. Complementarily, the University should offer resources, in the forms of workshops, for example, to faculty who are interested in improving their management of “difficult discussions”, but without mandating them, which may backfire.

We also explored a proposal to develop a faculty-based, university-wide infrastructure to address the myriad of DEI issues that have an impact on faculty. The proposal, which is included as Appendix I, envisioned encouraging every department to have either a DEI committee or representative (depending on their size) and then convening DEI councils at the individual college level and at the university level. The goal would be to encourage every department to address DEI issues at the departmental level; share best practices at the college level; and develop appropriate policies at the university level for faculty. In place of this more ambitious effort, the fellows put forward a more limited proposal to create a Senate-chartered Diversity Course Requirement Committee responsible for the successful implementation of the diversity course requirement and related issues. The DCR committee was approved by the faculty senate. Nonetheless, the committee’s charge and charter does not encompass the full range of faculty-related DEI concerns and at some point, it may be appropriate to look at developing a broader faculty infrastructure to address issues not strictly related to curricular concerns.

Appendix I

Proposal to create a permanent institutional framework to generate, communicate, monitor, promote, and implement faculty-based and faculty-oriented Diversity Equity and Inclusion (DEI) initiatives on an ongoing basis at Loyola University Maryland.

Background:

The 2020-2021 DEI Faculty Fellows Cohort final report contained the following recommendations:

> Subsequent E&I Fellows should devise an avenue for faculty to better share best practices, creative curricula strategies, and helpful pedagogical methods related to DEI.

Loyola's DEI Strategic Plan recommends that Loyola:

1. Provide opportunities for faculty to demonstrate excellence in DEI.

2. Continuously challenge us to infuse curriculum with diversity, equity, and inclusion.

This proposal is designed to partially implement the DEI Fellows recommendations and contribute to the successful achievement of the goals of the DEI strategic plan.

Proposal:

The principles of diversity, equity and inclusion are of concern to every academic department at Loyola and touch every academic discipline. Diversity Equity and Inclusion affects every aspect of departmental life including but not limited to the curriculum, course content, classroom management, staff member relationships, hiring and promotion, and governance. Consequently, every academic department needs a formal institutional mechanism to monitor and address DEI issues.

At the same time, different departments will identify and address the myriad of issues involved with DEI at different times and in different ways, and presumably devise solutions that are appropriate to their disciplines and the composition of their departments. Loyola University Maryland must maximize and accelerate its DEI efforts by enabling departments to learn from each other, gain insight from each other's experiences, and share best practices. Moreover, depending on their size and other factors, the resources departments have to devote to DEI could vary.

Within this context, the proposal envisions a three-tier approach to institutionalizing a framework for addressing faculty-related DEI initiatives on an ongoing basis.

1. *Department DEI Committee or Representative*: Each department, depending on their size, will create a permanent DEI committee and/or appoint a DEI representative. The precise role of the DEI committee and/or representative will be determined by the department but at a minimum, a departmental DEI representative will serve on a college- (or division-) level committee that addresses DEI and be charged with reporting to the committee about the department's DEI activities and reporting back to the department the activities of the committee. The DEI representative or committee will assist the chair in developing a report on DEI activities and progress to be included in the annual departmental report to the dean. This service should rotate among faculty within a department, to avoid it becoming a role that faculty from underrepresented groups are expected to play. The person serving as the DEI representative should be noted in the annual report. Service on a department-level DEI committee will count on

par with other departmental service. Similarly, serving as a department's representative to the college will count on par with other college-level service.

2. *College-level DEI Committee*: Each college will create a college-wide (or, if a college-wide committee is deemed too unwieldy, a division-wide) DEI committee. This committee will be made up of the representatives from each department within the college, or division. This committee will monitor and review DEI activities in the departments, communicate and promote successful DEI efforts in the college, and when appropriate, initiate and implement DEI policies at the college or division level. The College or Division DEI committee will be chaired by a faculty member selected by the committee itself. The dean or the dean's designee shall serve ex-officio on the committee. Again, service on the College or Division DEI committee will count as college service.

3. *University-level DEI Faculty Council:* The University DEI Council will consist of representatives from each of the college or divisional DEI committees as well as ex-officio members from other appropriate university bodies such as ALANA services, the Office for Equity and Inclusion, and others still to be identified, such as, but not limited to, the ALANA faculty group and the President's Council on Equity and Inclusion. The University DEI Faculty Council will have overall responsibility and oversight for all DEI efforts that involve or have an impact of the faculty. Minimally, it will be responsible for gathering, communicating, and exchanging information about DEI efforts and activities among the departments; the development and implementation of DEI efforts at a university level; when appropriate, the development of university-wide DEI policies; and other areas that the Council feels necessary to further DEI efforts. The DEI Faculty Council will be chartered by the Academic Senate, chaired by the Faculty Fellow for DEI and co-chaired by the Chief Equity Officer or their designee. A designee of the Provost shall also be an ex-officio member of the council. Service on the University DEI Faculty Council will count as major university service equivalent to service on an elected committee.

Notes:

This structure parallels general faculty governance with committees at the department, college, and university levels in the same way we have department chairs, meetings of chairs at the college level, and meetings of chairs at the university level.

If a person serves as the DEI representative of their department and their college and serves on the University DEI Faculty Council, they receive service credit for departmental, college and university service (with the university service considered major service.) They also can report this as their contribution to DEI on their annual review.

The exact charge and charter of the University DEI Faculty Council would have to be developed before this proposal can be presented to the Academic Senate.