

ACTIVE AND INCLUSIVE SEARCH PLAN

“...we must make equally sure that, once here, our students encounter a diverse range of adults ready to support them for success, and a culture that embraces diversity across many dimensions, giving richness and power to the educational experience of all of our students.”

President A. Clayton Spencer, Inaugural Address, October 26, 2012

Purpose

The Active and Inclusive Faculty Recruitment and Search Plan provides an overview of the department's or program's approach to ensuring attention to equity and inclusion at all stages of the search. The Active and Inclusive Search Plan also identifies how the department or program and search committee will take a *proactive approach* to addressing the underrepresentation of faculty who embody different social identities, positions, abilities and/or maintain different perspectives from those currently represented in the department or program and at Bates.

The Office of the Dean of Faculty requires the department or program to submit a draft of the Active and Inclusive Search Plan when a Full Proposal for a faculty line is submitted. Once the Dean of Faculty authorizes a tenure-track position and provides guidance on the search, a final Active and Inclusive Search Plan is due. **Both the Dean of Faculty and the Chief Diversity Officer of the Office of Equity and Diversity must approve the Active and Inclusive Search Plan before the search moves forward.**

Process

Composing the Active and Inclusive Faculty Recruitment and Search Plan requires the department or program to identify specific actions that will make the search, recruitment, and review process attentive to inclusion. Purposeful efforts to diversify our searches will enable us to invite to the faculty a group of scholars who contribute in meaningful ways to our community ensuring that “we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action.”

Crafting the Search Plan should be a collective effort with input from **all** departmental or program colleagues. Encouraging contributions at the onset of the search will help to ensure that the Active and Inclusive Search Plan is successful.

In preparing the Active and Inclusive Search Plan the department or program should assess the compositional diversity of the discipline, its faculty, its students, and the college. The department or program also must consider how the new faculty member will advance the department's and college's mission through curricular and co-curricular offerings.

The department or program may find the **Diverse Teaching and Learning Environments Self-Study Questions**, located below, helpful in facilitating a conversation about current gaps and opportunities in the discipline, the department/program, and the major.

Drafting the Active and Inclusive Search Plan

Use the following steps to develop an outline for the department or program's Active and Inclusive Search Plan. You may want to draw on past documents produced by the department or program, including end of year reports, department or program reviews, and evaluation of the curriculum or thesis to facilitate the drafting of the Active and Inclusive Search Plan.

Step 1

Survey the needs and opportunities in your department or program for developing intercultural knowledge and competence, and for creating an inclusive setting for all students.

- ❑ Assess student enrollment in the department or program: How many underrepresented or first-generation-to-college students are majors? To what extent have student demographics shifted since the last faculty search or department/program review? Have shifts in student enrollments affected curricular offerings?
- ❑ Discuss the kinds of knowledge, experience, or practical skills regarding various aspects of diversity or intercultural learning which an underrepresented candidate – or any candidate – could bring to a department or program and its emerging needs.
- ❑ Discuss expectations for a new hire – and for existing faculty – based on these emerging needs.
- ❑ Discuss how different approaches to **teaching** (e.g., community-based learning, classroom technology); **research and scholarship** (e.g., community-based, on teaching and diversity); and **service** (e.g., non-elected committees focused on campus climate or inclusion) should be valued in the tenure and promotion process.

Step 2

Assess the existing compositional diversity of the faculty in the department or program and at the college, and examine the demographics of the discipline.

- ❑ Review data on the national pools of candidates for the field (and sub-fields) from which you are considering hiring. Get a picture of the compositional diversity of scholars in your field (including who they are, where they are being trained, where their research is being supported) and where they are pursuing their work.

✓ See the **Bates Diversity and Inclusion** website for resources, including links to availability data, at www.bates.edu/diversity-inclusion/programs-resources

- ❑ Identify institutions, organizations, and individuals who work with significant numbers of emerging scholars from groups underrepresented in higher education and in your discipline.
- ❑ Identify the challenges the department or program has faced in actively recruiting a broadly diverse pool of candidates in the past.

Step 3

Identify strategies the department or program will use to attend to diversity, inclusion, and excellence.

Search committee composition

- ❑ Explain how the search committee will enact the active and inclusive search plan.
- ❑ Explain how you will involve all search committee members in the active recruitment process.
- ❑ Identify faculty who express a commitment to diversity and excellence
- ❑ Include faculty who can provide alternative perspectives on the search process

Active recruitment and outreach efforts

- ❑ Explain how the department or program will recruit broadly.
- ❑ Identify institutions and departments you will contact during the recruitment period.

Include:

- institutions from which you will recruit, going beyond the “usual” range of institutions, and include those which have a diverse student body in your discipline
- affinity-organized scholarship groups within professional associations and/or subcommittees focused on inclusion in the discipline that you will contact
- conferences that provide opportunities to recruit applicants that you may attend
- resources that will help you locate potential candidates for a faculty appointment

✓ **Personal contacts matter!**

Call *and* email graduate and fellowship program directors, professional peers, and faculty at other institutions, including those that have a diverse student body such as HBCUs and Hispanic-serving institutions. Developing connections *well* before launching a search can enhance recruitment efforts.

- ❑ Use directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds. Reach out to these individuals personally.
- ❑ Consider candidates who have been successful in their fields outside of the academy
- ❑ Reach out to scholars currently under-placed and thriving at other institutions

Step 4

Compose a job description that clearly articulates the skills and competencies required to achieve the educational mission of the college, teach a diverse group of students, and prepare students to function effectively as global citizens

In addition, a good position description:

- ❑ Signals to candidates the institutional commitments and departmental values regarding equity and diversity.
- ❑ Communicates to candidates what evidence the search committee requires to demonstrate that they are qualified for the position
- ❑ Provides a template for developing the selection criteria, or selection matrix, used by the search committee to evaluate candidates.
- ❑ See the section on **Job Description/Position Advertisement** for further guidance.

Indicate where you will post the job description:

- ❑ Identify internet job-posting services and listservs that you will use to recruit diverse groups such as historically underrepresented minorities and women in the discipline.
- ❑ Indicate other professional networks you will use to advertise the position.

The Chief Diversity Officer of Diversity and Inclusion is available to assist you at any stage of drafting the Active and Inclusive Search Plan and with the recruitment process.

Sources:

UCLA Faculty Diversity & Development's (2012-2013) Faculty Search Committee Toolkit.

DIVERSE TEACHING AND LEARNING ENVIRONMENTS: SELF-STUDY QUESTIONS

Institution

1. What is the college's commitment to equity and diversity? How is this commitment reflected in efforts to diversify the faculty? To diversify the student body?
2. What are the demographics of the institution and the community in which it resides?
3. What are the demographics of incoming students to the college?
4. What is the institutional framework for ensuring the full participation of all students? That is, what programs and resources support student access and success? How are underrepresented students supported academically?

Department/Program

1. What is the stated mission of the department or program? How is the mission of the department or program communicated to students? Connected to the curriculum?
2. How many underrepresented faculty/staff are in the department or program?
3. How many underrepresented or first-generation-to-college students are majors?
4. How does the department/program ensure full participation of all students in the curriculum? (See #4 above)
5. Do departmental/program guest speakers include people from diverse backgrounds addressing issues both of diversity and other topics within the field?
6. How many courses involve students in intercultural learning or engage diversity in student interactions?
7. Is learning from difference or cultural competency part of the content of required courses?
8. Are students exposed to experimental opportunities/field trips that focus on experiential or cultural diversity as part of course requirements?
9. Is there a need and/or expectation for faculty to conduct research on multicultural/intercultural issues?
10. Are students satisfied with the program? Does student satisfaction differ by social identity or cohort?
11. Are there any tensions between majority students/majority faculty and underrepresented students/faculty?
12. Do underrepresented students have difficulty finding faculty to chair their theses?
13. Do students and in particular underrepresented students have difficulty gaining acceptance for their research topics when they address issues of diversity?

Sources:

- Burgstahler, Sheryl. 2012. *Equal Access: Universal Design of an Academic Department*. Do-It. University of Washington.
- Hurtado, Sylvia. 2009. *Assessing Higher Education's Advancement Toward a New Vision of Society*. *Diversity and Democracy* 12(1): 1-3.
- Smith, Daryl. 2009. *Diversity's Promise for Higher Education: Making It Work*. Baltimore, MD: Johns Hopkins Press.