

# Best Practices for Faculty Diversity

June 2019

In the following report, Hanover Research reviews best practices for optimizing marketing, hiring practices, and faculty support to recruit and retain diverse business faculty. The report highlights effective practices related to diversity in terms of race/ethnicity as well as gender.



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# Executive Summary

## Best Practices for Faculty Diversity

### Introductions

To assist institutions with efforts to increase the diversity of their faculty, Hanover presents best practices for optimizing marketing, hiring practices, and faculty support to recruit and retain diverse business faculty. The following analysis is based on a review of information drawn from institutional websites as well as publicly available data and pertinent secondary literature.

### Recommendations

*Based on an analysis of best practices for recruiting and retaining diverse business faculty and exemplary institutional practices:*

- 1 Seek to minimize unconscious bias during the faculty search process.** Strategies for facilitating an effective and equitable faculty search process may include instituting implicit bias and anti-discrimination training for search committee members, allowing adequate time for the committee to review and evaluate each candidate's application materials, and providing a structured interview process by asking all candidates a set of core questions.
- 2 Define job positions as broadly as is reasonable, given departmental needs, in order to attract the largest candidate pool.** Minimum qualifications should be fully job-related and should not screen out diverse applicants, and numerical measures (such as required years of experience) should be flexible. Instead of requiring candidates to have "4-5 years of teaching experience," a job posting could state, "candidates must demonstrate teaching scholarship relevant to the position."
- 3 Consider partnering with organizations or groups to reach diverse faculty candidates.** Hanover identifies several organizations that support cultural and/or gender diversity in business, many of which provide directories of diverse individuals, career centers for posting and finding jobs, etc.

### Key Findings



**Search committees often lack the training to complete a fair faculty search and hiring process.** It is helpful for institutions to advocate for implicit bias and anti-discrimination training for search committee members in order to uncover hidden stereotypes or prejudices related to gender, age, race, or religion, among other factors.

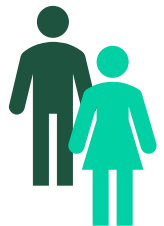
**The wording of job descriptions can have a significant impact on a candidate's decision to apply to a faculty position.** According to INSIGHT Into Diversity, postings "can depict campuses as places of inclusivity or exclusivity." Candidates may also self-select out based on the wording of job criteria.



**Beyond reforming the hiring process, institutions should adopt practices shown to support and retain diverse faculty.** Successful ways of supporting diverse faculty may include: welcoming new faculty members with open communication and access to campus resources; minimizing committee and service burden; and developing formal mentorship or support programs. Practices for retaining faculty may include: implementing family-friendly policies; creating paths to leadership; and increasing administrative support.



**Related to hiring, support, and retention, there are persistent gaps in compensation for male and female faculty.** For business faculty, the AACSB states that female faculty make significantly less than males at all levels (87.3 cents for each \$1 earned by male faculty). Business schools should take steps to minimize the effects of gender disparity in compensation, and should encourage the adoption of transparent and equitable salary scales.



# RECRUITING DIVERSE FACULTY



## Mitigating Bias on Search Committees

**Institutions should equip search committees with the resources necessary to facilitate an effective and equitable faculty search process.**

[INSIGHT Into Diversity](#), an organization dedicated to advancing the conversation on diversity and inclusion in higher education, notes that frequently, search committees can hinder the hiring of minority candidates. Though not business school-specific, the organization explains that committees often lack the training to complete a fair search and hiring process. In order to reduce bias that commonly emerges in these decisions, institutions should advocate for:

- ✓ Implicit bias training for search committee members
- ✓ Anti-discrimination training

Indeed, the [AACSB](#) also emphasizes the importance of ensuring search committee members are aware of their own implicit or unconscious biases. The organization highlights the benefits of having committee members complete an Implicit Association Test in order to uncover hidden stereotypes or prejudices related to gender, age, race, or religion, among other factors.

[Higher Ed Jobs](#) further advocates for the importance of equitable search committees, suggesting that there should be “broad representation” on committees from various minority groups. A diverse search committee sends a “positive signal” to candidates, suggesting that the institution is serious about attracting a diverse faculty.

**Additional strategies for addressing unconscious bias on faculty search committees are presented in the figure on the right.**

### STRATEGIES FOR ADDRESSING UNCONSCIOUS BIAS ON SEARCH COMMITTEES

- ✓ Review research on biases and strive to minimize their influence on recruiting and screening candidates.
- ✓ Create the role of “search advocate” to help the committee reduce the effects of unconscious bias (see [Oregon State University’s search advocate program](#)).
- ✓ Build a diverse applicant pool.
- ✓ Establish a specific set of evaluation criteria—a refined, shared understanding of the minimum and preferred qualifications—and create a matrix for evaluating candidates.
- ✓ Suspend judgments about candidates based on their educational pedigree or current institution.
- ✓ Allow adequate time for the committee to review and evaluate each candidate’s application materials.
- ✓ Provide a structured interview process by asking all candidates a set of core questions.
- ✓ Encourage open airing of ideas and opinions and pay attention to every perspective, especially when there are differences of opinion about the strengths and weaknesses of a candidate.
- ✓ Be able to defend every decision to reject or advance a candidate. For a search to be compliant the search committee must be able articulate, at each stage of the search process, why a candidate is advancing or not based upon the agreed upon evaluation of skills, experiences, and qualifications.
- ✓ Consider whether unconscious biases and assumptions are influencing the committee’s decisions regarding qualified women and members of underrepresented groups.

Source: Reproduced nearly verbatim from [AACSB](#)



### Improving Job Description Wording

**Job descriptions should be worded in a way that appeals to minority candidates while also fulfilling the institutional mission.**

The wording of job postings can have a significant impact on a candidate's decision to apply to a faculty position, and "can depict campuses as places of inclusivity or exclusivity" ([INSIGHT](#)). Institutions should ensure that they do not discriminate in postings, and confirm that job requirements are not too specific. [Higher Ed Jobs](#) echoes this, noting that search committees "need to be careful that the minimum qualifications are really job-related and do not screen out diverse applicants."

[James Madison University's](#) report on strategies for expanding and retaining a culturally diverse faculty adds to this notion that candidates may self-select out based on the wording of job criteria. To this end, the institution provides the following recommendations:

- ✓ To attract the largest candidate pool, define positions as broadly as is reasonable, given the departmental needs
- ✓ Decide when a qualification is "preferred" rather than "required"
- ✓ Limit use of the terms "must" and "required" to characteristics that are truly essential
- ✓ Be flexible with numerical measures (such as required years of experience)
- ✓ Within submitted application materials, consider asking applicants to describe their experience with diversity issues, working with diverse students, and/or working in multicultural environments

Source: Reproduced nearly verbatim from [James Madison University](#)

As an example, instead of requiring candidates to have "4-5 years of teaching experience," a job posting could state, "candidates must demonstrate teaching scholarship relevant to the position." By defining positions more broadly, it is possible to attract a larger candidate pool.

### JOB REQUIREMENTS

*By determining what skills and experience are essential to the role and focusing on those, schools can open themselves up to more diversity. [...] In higher education, there's a temptation to hire applicants who resemble the person who previously filled the position. However, by broadening criteria and contemplating the definition of merit, institutions can cast wider nets.*

*-[INSIGHT Into Diversity](#)*

**Institutions should go beyond the required Equal Employment Opportunity (EEO) statement in job postings.**

It is important that institutions include the required EEO statement about not tolerating harassment or discrimination. However, in order to ensure that candidates are fully aware that the department values diversity, [James Madison University](#) advises a further step: "make it clear that the department values diversity (broadly defined) and expertise regarding diversity concerns within the context of the subject-matter domain."

*Example: "The History department at [Institution] is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community."*

[Arizona State University](#) agrees that academic units may want to include more general diversity statements to encourage a diverse applicant pool. The institution provides several examples of statements that might be used:

- *[Institution] encourages and supports diversity among applicants and employees.*
- *Diversity is a key component of excellence at [Institution], and the [Name of Hiring Unit] supports the value of diversity among faculty, staff, and students.*
- *The [Name of Hiring Unit] actively seeks diversity among applicants and supports the diversity of employees.*



## Ensuring Equity in Compensation and Implementing Funding Initiatives

**Institutions should pay careful attention to equity in compensation for female faculty members, which will likely serve to both recruit these faculty members and to improve their job satisfaction.**

Persistent gaps in compensation for male and female faculty members occur despite women frequently working longer hours and participating in more professional activities than their male colleagues ([AFT Higher Education](#)). For business faculty in particular, the [AACSB](#) points to trends showing that female faculty make significantly less than men at all levels (87.3 cents for each \$1 earned by male faculty).

Gaps in compensation are evident even when other factors are controlled (e.g., type of institution, type of academic discipline). Female faculty members “often report being caught in a gendered double standard where aggressive negotiations over their hiring packages can cause them to be perceived negatively” ([AFT Higher Education](#)). Therefore, institutions should encourage the adoption of transparent and equitable salary scales, and should consider providing confidential negotiation counseling for those considering job offers. Leaders of business schools can take several additional steps to minimize the effects of gender disparity in compensation:

- ✓ **Commit to the goal.** Leaders should openly profess a desire for equity, acknowledging that historical practices or processes may have unintentionally created disparities.
- ✓ **Assess current representation.** Leaders should know where their schools and departments stand. What is the gender representation of faculty across the business school versus in specific business disciplines and in each degree program? When hiring, administrators commonly focus on departmental-level needs, but they should also consider diversity goals that improve representation at the program level.
- ✓ **Examine pay gaps by gender.** Are there salary differences between men and women? Are there differences in how research, travel, and other compensation are funded for men and women? Are pay differences related to performance or to other criteria?

Source: Reproduced nearly verbatim from [AACSB](#)

**Institutions should allot centralized funding for a variety of hiring incentives related to diversity.**

According to a [recent report](#) on recruiting and retaining diverse faculty from the Committee on Cultural Diversity for the Council of Colleges of Arts and Sciences, “increasing diversity on campus requires financial resources.” Centralized funding may be used for many different hiring incentives:

Competitive beginning salary and start-up incentives (e.g. provision of labs, equipment, teaching assistant, etc.)

“Bridge” funding to hire a diverse candidate in anticipation of a retirement, and then use centralized funding to “bridge” funding until that retirement

Funding for diverse faculty research projects

Seed grants for diversity curriculum development to assist faculty in developing a new course or in revising an existing course offering that will feature diversity and/or comparative material and perspectives

Internal grant program to provide financial support to departments for new hires

Fundraising campaigns to support faculty diversity

Source: Reproduced nearly verbatim from [Council of Colleges of Arts and Sciences](#)

# SUPPORTING AND RETAINING DIVERSE FACULTY



# Supporting and Retaining Culturally Diverse Faculty

Best Practices for Faculty Diversity



## Welcoming New Faculty Members

As initial impressions have a significant impact on faculty retention, institutions should ensure that new, diverse faculty members feel as welcomed and included as possible.

[James Madison University](#) notes that diverse faculty may feel isolated, feel that they have been hired only as a symbolic effort, feel occupational stress, and/or detect a lack of professional respect. To this end, JMU provides several recommendations to support and ensure all faculty members feel welcome in the campus community from the onset:

Department heads should regularly communicate with new hires to answer questions and help them to make the transition to their new role.

Encourage faculty to send email to new hires, welcoming them to the department.

Connect new hires with campus and community resources that may facilitate their move to the area.

Encourage all new faculty to invite senior faculty, program directors, and academic unit heads to visit their classes to observe their teaching and engage in conversations about teaching/faculty responsibilities.



## Minimizing Committee and Service Burden

Faculty from underrepresented groups often devote an overwhelming amount of time to committee service, which may lead to burnout and ultimately negatively impact faculty retention.

An [AFT Higher Education](#) report on promoting racial and ethnic diversity among faculty states that given their visibility, underrepresented faculty members are frequently asked to participate in various organizations and speak at events in order to represent their racial or ethnic group. This, in turn, leads faculty members to have less time to devote to their own research and academic duties, and leads to high levels of burnout and dissatisfaction.

Along these lines, there are several contributing factors to attrition among minority faculty members:

- ✓ Faculty of color are involved in a catch-22; they feel they cannot refuse to serve on committees, but heavy service loads mean less time for research that is the focus of tenure review.
- ✓ One example of special demands involves excessive committee assignments. Another is the expectation that faculty of color should be the “ethnic” resource for the entire institution.
- ✓ Women and underrepresented scholars suffer under disproportionate loads of student advising and service directly related to their visibility as “the only one” of their group in the department.

Source: Reproduced nearly verbatim from [AFT Higher Education](#)



### Developing Mentorship or Support Programs

**An abundance of secondary research highlights the importance of supporting diverse faculty through mentorship or other support programs.**

Faculty members' experiences with their departments have been shown to be the primary source of their job satisfaction and decision to stay at an institution ([Higher Ed Jobs](#)). As "positive experiences at the department level should have a powerful impact on faculty retention," institutions are encouraged to provide various support programs for culturally diverse faculty. Formal one-on-one mentor programs for new faculty members, which can involve providing a mentor or "success coach" for all diverse faculty, are seen as having the ability to "counter the culture of isolation faced by many new underrepresented faculty" ([AFT Higher Education](#)).

[INSIGHT Into Diversity](#) echoes this notion, adding that "ensuring a safe, welcoming, and supportive campus environment for [diverse faculty] once they arrive is key to reducing turnover and closing the revolving door that many campuses experience," and suggests that providing mentorship programming is one way institutions can ensure this supportive environment. For example, at James Madison University:

*The New Faculty Academy pairs new hires with senior faculty members for a yearlong experience during which mentors help their mentees build relationships on campus and learn to manage the stresses that come with working in academia. "I think everybody needs mentoring, but especially individuals who didn't grow up in academic families."*

*– Jonathan Alger, President of James Madison University*

**Mentorship or support programs should include information on navigating the complex promotion and tenure process.**

Underrepresented junior faculty cite "the idiosyncrasy and mystery surrounding the tenure and promotion process" as one of the primary reasons for not staying at an institution. Institutions should provide comprehensive resources dedicated to this subject, and may hold faculty advancement workshops that "include help with writing the self-assessment, applying for continuing contracts, navigating the promotion process, and applying for endowed chair positions" ([AFT Higher Education](#)).



### Spotlight: NYU Mentoring Program for Diverse Faculty

**New York University (NYU) administers a Mentoring Program for Diverse Faculty in order to address the professional needs of full-time junior faculty from underrepresented groups.**

Though not business school specific, NYU's Mentoring Program has an overall goal of providing diverse faculty with "additional opportunities for constructive support and guidance from senior colleagues" which can be applicable to other disciplines. Overall, the senior colleague's role is to "understand the needs, interests, and aspirations of the junior colleague, and assist in facilitating these aspirations that translate into success at NYU."

The Vice Provost's Office provides a specially-designated research fund of \$2,500 for needs "identified jointly by the junior faculty member and the senior colleague for professional development and advancement." This funding can cover a variety of needs, including attendance at professional and scholarly conferences, research expenses, or other services covered by university guidelines for research expenses.

Other key components of the NYU Mentoring Program are summarized below:

- ✓ Junior faculty are matched with senior colleagues in similar or related fields, based on mutual interest (the mentor may or may not be in the same department or school).
- ✓ Junior faculty will be consulted about the selection of potential mentors.
- ✓ The senior colleague's role should consist of regular meetings with the junior faculty to provide guidance and constructive feedback.
- ✓ The Vice Provost's Office will offer a regular series of workshops and roundtables for junior minority faculty on issues such as: building a CV; grant writing; publications; work-life balance; balancing the requirements of research/teaching/service; university policies and guidelines.
- ✓ To ensure that the mentoring relationship is effective and productive, the Vice Provost will meet annually with the mentor and junior faculty member to evaluate the process.
- ✓ Individual schools and the university will recognize the mentorship role of senior faculty as part of their service in annual performance evaluations.

Source: Reproduced nearly verbatim from [New York University](#)





### Implementing Family-Friendly Policies

Institutions should implement and encourage faculty members to take advantage of family-friendly policies.

[AFT Higher Education](#) warns that institutions that do not incorporate – or properly implement – family-friendly policies are likely to have trouble retaining female faculty members. The organization advocates for policies to be made available to faculty members regardless of gender, and may include:

- ✓ Adding time to the tenure clock for junior faculty members with children
- ✓ Creating on-campus programs and facilities that support faculty members with young children (e.g., on-site day care; comfortable facilities for mothers who are breastfeeding or who must pump breast milk)
- ✓ Encouraging faculty members to use the family leave policies available to them and working to see they are not discriminated against for using them



### Increasing Administrative Support

Many business schools and other departments have reduced administrative support roles in recent years, which has led to increased workload and has undermined the authority of female faculty members.

Many schools have reduced administrative support based on the idea that given changes in technology and automation, administrative roles are no longer as critical as they had previously been ([AACSB](#)). However, service work still needs to be completed, “and women faculty and administrators often find themselves falling in line with gender-role stereotypes, creating tasks traditionally undertaken by secretaries and administrative assistants.” This, in turn, has a negative impact on female faculty members’ workload. It also causes a shift in the way female faculty members are perceived by others, which may impede their ability to progress in their careers.



### Creating Paths to Leadership for Women

The AACSB provides five key best practices for business schools seeking to support female faculty members, and to improve their paths to leadership:

#### Confront your school’s gender diversity issue head on.

- Gather information and listen to female faculty members and senior leaders. Improving gender diversity requires the work of all members of a team, not just women. Challenge the assumption that women automatically want to be actively involved in improving gender diversity and inclusiveness.

#### Set strategic, institution-wide objectives on the subject of gender and cultural diversity.

- To reach these objectives, consider committing to a program such as CEO Action, in which member organizations and companies pledge to “advance diversity and inclusion within the workplace.”

#### Improve career mobility options for women and establish a more family-friendly work environment.

- For example, avoid scheduling meetings at times that create disproportionate burdens for women with caregiving roles.

#### Set up differentiated contracts.

- Contracts should allow for individuals to focus on service more than scholarship, if that is their preference. The valuable service work that many women undertake should not go unnoticed or unrewarded.

#### Offer an increased number of formal mentoring and leadership development opportunities for women.

- Women often already take on the work of mentorship, and formalized programs that encourage, support, and reward this work can only benefit both mentors and mentees.