



# Guide to Best Practices in Faculty Search and Hiring





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# INTRODUCTION

At the core of Loyola University’s mission is the promotion of the highest ideals in teaching, research, and fostering a diverse community committed to leading “meaningful lives with and for others.” The following is a guide to understanding the benefits of faculty diversity for Loyola and welcoming more diversity in our faculty searches. Intentionality is critical if Loyola is to attract the very best, highly qualified candidates in our disciplines, who will excel at teaching and mentoring our students. The best practices outlined below seek to produce that result.

## UNIVERSITY MISSION STATEMENT

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

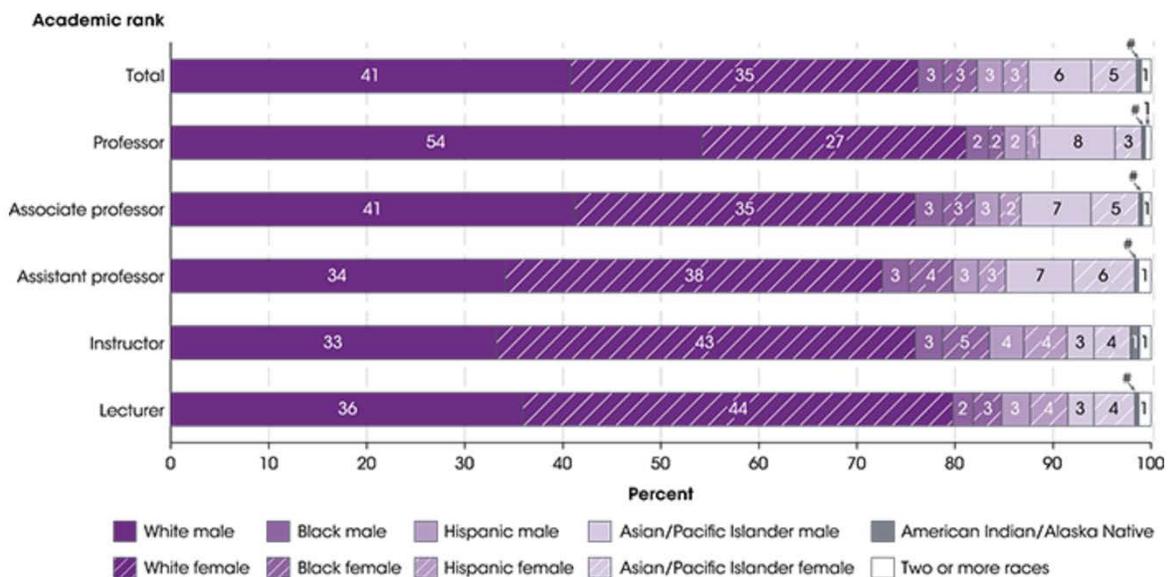
## DIVERSITY and INCLUSION STATEMENT

Loyola University New Orleans has fully supported and fostered in its educational programs, admissions, employment practices, and operations the policy of not discriminating on the basis of age, color, disability, national origin, race, religion, sex, gender identity, sexual orientation, marital status, or citizenship status. This policy is in compliance with all applicable federal regulations and guidelines. For more information on Loyola’s non-discrimination policies, visit the [Human Resources Policies, Procedures, and Benefits Manual](#).

## CURRENT STATISTICAL TRENDS

The representation of female faculty and faculty of color at Loyola closely mirrors national trends. However, faculty and student numbers do not align. In our 2017 Campus Climate Assessment and in several campus forums, students have cited this misalignment as a source of concern.

### Percentage distribution of full-time faculty in degree-granting postsecondary institutions, by academic rank, selected race/ethnicity, and sex: Fall 2017



Source: National Center for Education Statistics. [https://nces.ed.gov/programs/coe/indicator\\_csc.asp](https://nces.ed.gov/programs/coe/indicator_csc.asp)

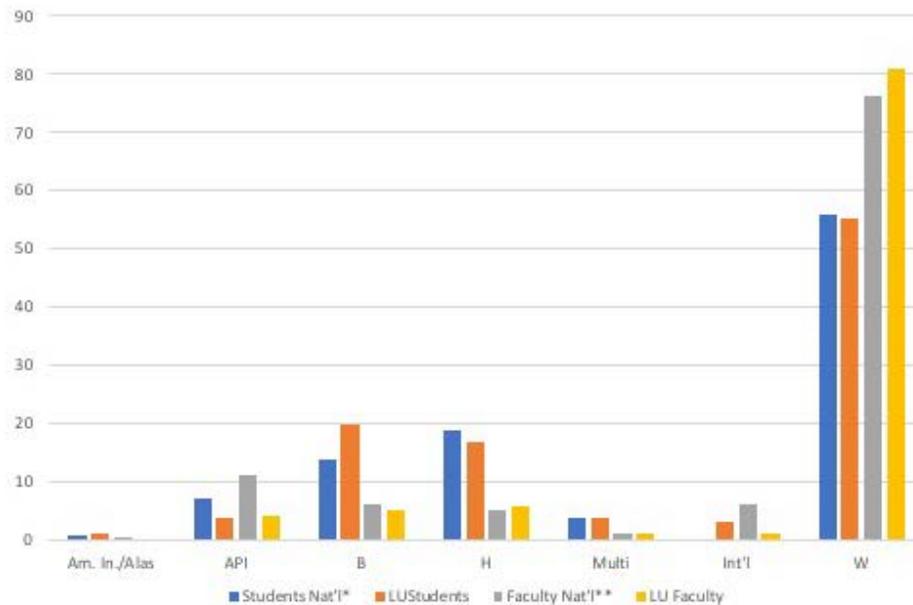
There are clear racial and gender disparities nationally. In addition, there is a gender pay gap. The National Center for Education Statistics found that in the 2017-18 academic year, women faculty earned \$16,178 less than their male counterparts, regardless of rank and institution type (2018). Much of this difference is due to large number of men who are full professors, but the gender pay gap at that rank is \$18,840. (National Center for Education Statistics 2018).

## POPULATIONS BY RACE

Faculty of color are underrepresented at Loyola, and white faculty are overrepresented, compared to our student population. Black Americans and Hispanics are particularly notable. Asian/Pacific Islander American faculty and international faculty are underrepresented at Loyola relative to their representation nationally. White American faculty are overrepresented when compared to both national and Loyola student populations.

	Am. In./Alas	API	B	H	Multi	Int'l	W
Students Nationally*	0.7	7.1	13.6	18.9	3.7	N/A	56.0
Loyola Students	0.9	3.7	19.6	16.8	3.6	3.1	55.2
Loyola Undergrads	0.6	3.9	18.6	20.3	4.8	3.6	51.6
F-T Faculty Nationally**	0.5	11.1	6.0	5.0	1.0	6.0	76.2
F-T Loyola Faculty	0	4.0	5.0	5.8	1.1	1.1	80.9

Graphic representation of the data:



### Sources:

"Loyola University Enrollment by Race/Ethnicity: Fall 2018," OIRE.

National Center for Education Statistics: [https://nces.ed.gov/programs/digest/d18/tables/dt18\\_315.20.asp](https://nces.ed.gov/programs/digest/d18/tables/dt18_315.20.asp)

National Center for Education Statistics: [https://nces.ed.gov/programs/digest/d18/tables/dt18\\_306.10.asp](https://nces.ed.gov/programs/digest/d18/tables/dt18_306.10.asp)

Many argue compellingly that being introduced to diverse perspectives by faculty representing, not only diverse disciplines and subdisciplines, but also different cultural backgrounds and perspectives prepares students better “for leadership, citizenship, and professional competitiveness in multicultural America and the global community” (Taylor et al. 2010). Loyola should therefore work diligently to increase the cultural diversity of our faculty. The evidence-based best practices recommended in this guide are means of achieving that end.

# CHECKLIST FOR FACULTY SEARCHES

## Before the Search

- Compose a diverse search committee.
- Appoint a diversity advocate to the search committee.
- Meet with a Human Resources representative.
- Meet with the Chief Diversity Officer.
- Create a search plan, with a specific set of criteria for evaluating candidates.
- Advertise widely and articulate the university's commitment to diversity.

## During the Search

- Recruit widely, utilizing personal and professional networks to reach a wide and diverse audience.
- During the interview process, assess each candidate's commitment to engaging with diverse populations. Use a written questionnaire and pose pointed questions during the face-to-face interview.
- Share campus and community data with candidates and relate the data to teaching at Loyola and engaging with community partners.
- Ensure that the committee chair's records of applications align with Human Resource's records.

## After the Search

- Complete all EEO forms and submit them to Human Resources.
- Conduct a post-search analysis of the process.
- If a candidate from an under-represented group was not hired, provide the provost and college dean with an Outcome Assessment (see **Appendix**) addressing efforts made to recruit and hire a person from an under-represented group.
- Provide the new hire with written standards and procedures for tenure and review at the university, college, and departmental levels.
- Connect the new hire to a mentor as soon as the offer is accepted.

## BEFORE THE SEARCH

### BEST PRACTICES

- Create a comprehensive search plan.
- Appoint a diversity advocate.
- Develop criteria for evaluating candidates.

1. Compose a search committee that is committed to hiring for diversity. Take care to ensure that members of the search committee have no conflicts of interest.
2. Meet with a Human Resources representative to ensure that the search follows all EEO compliance policies and procedures.
3. Meet with the Chief Diversity Officer to ensure that the committee is well versed in best practices for diversifying the candidate pool and interview techniques.
4. Create a search plan utilizing resources included in this guide.
5. Articulate within the job advertisement the University's support for hiring for mission and our interest in candidates who will support the University's mission and commitment to welcoming and teaching students of diverse backgrounds.
6. Appoint a diversity advocate to the search committee.
7. Develop clear criteria for evaluating candidates.

## DURING THE SEARCH

### BEST PRACTICES

- Recruit! Don't just "search."
- Advertise beyond the "normal" places.
- Ask pointed questions about a candidate's commitment to diversity.
- Avoid ranking candidates.

1. Actively recruit candidates from underrepresented groups. Utilize personal and professional networks to identify potential candidates from underrepresented groups.
2. Advertise with a variety of sources, including professional organizations and publications for specific affinity groups.
3. Require candidates to complete a questionnaire that provides insights into their support of diversity.
4. During interviews, ask pointed questions about a candidate's commitment to principles of our mission and our diversity.
5. Share campus and community demographics. Relate this data to teaching at Loyola and collaborating in New Orleans with community partners.
6. Require each committee member to complete an evaluation worksheet for each candidate interviewed.
7. Avoid ranking candidates at any stage of the process.
8. Human Resources will provide the committee chair with a list of the applicants for which they have records. Be sure that Human Resources has an accurate list of applicants.

## AFTER THE SEARCH

### BEST PRACTICES

- Submit all EEO forms to Human Resources.
- Conduct a post-search analysis of the process, and complete the Outcome Assessment for the dean and provost.
- Provide the new hire with a mentor and policies and procedures for tenure and review at all levels within the institution.

1. Complete all EEO forms and submit them to Human Resources.
2. Conduct a post-search analysis of the process (e.g., Were there challenges? If so, what could be done differently in the future to avoid them? Were efforts successful? If not, then what could be done in the future to ensure success?).
3. If the committee is unable to find applicants from underrepresented groups, the chair will explain steps taken by the committee to identify and attract such applicants and why those efforts were unsuccessful.
4. Provide the new hire with a mentor as soon as an offer is accepted. Inform them of resources on campus available to support their transition to their new position.
5. Provide the new hire with written standards and procedures for tenure and review at the university, college, and departmental levels.
6. If a candidate from an underrepresented group was not hired, provide the provost and the dean of the college with an Outcome Assessment that explains the committee's efforts to attract those candidates and efforts why those efforts were unsuccessful.

## DEVELOP A SEARCH PLAN

A search plan provides many benefits to a search committee. It allows a committee to focus on the characteristics needed within the department and the university as a whole. It provides all committee members with clear criteria for evaluating candidates. It also plan provides committee members with guidelines for participating in the search.

Items to be included in a search plan:

- Calendar to guide the search process
- List of search committee members, including the diversity advocate (consider an outside member) with the self-identified race and sex of each member
- List of recruitment methods, including advertisement postings
- Job description, with diversity statement included
- Location of minutes for search committee meetings
- Interview questions
- Evaluation criteria
- Location of completed candidate evaluation forms
- Outcome assessment form for dean and provost

### **Document the Process**

Create a plan for dealing with conflicts of interest should they arise during the search process. Documenting the entire search process will help you find the best candidate and ensure that all candidates are given fair consideration.

- Minutes from search committee meetings
- Recruiting efforts
- Advertisements and a list of postings
- Completed Candidate Evaluation forms
- Written rationale for selecting and denying candidates

### **Appoint a Diversity Advocate**

Identify a diversity advocate. An advocate will make sure that the committee remains focused on efforts to create a diverse candidate pool with inclusion of members of underrepresented groups. Once the search is underway, the advocate will ensure that each candidate is evaluated on the criteria set forth in the Candidate Evaluation Criteria. Consider appointing a respected tenured faculty member for this role so as not to place an untenured faculty member in a difficult position should challenges arise.

### **Develop Evaluation Criteria**

Create specific and clear evaluation criteria. It is permissible to focus on different sets of criteria at different stages of the search (e.g., initial review of all applicants, interview review, final selection criteria) provided there is clarity, coherence, and consistency among the criteria across all stages.

### **Mitigate Unconscious Bias**

Read literature on unconscious (or implicit) bias. The committee's diversity advocate may provide training for the committee. Meet with the Chief Diversity Officer for training, if needed. Discuss ways the committee will work proactively to mitigate unconscious bias during the search.

### **Be Mindful of Power Dynamics**

Remain mindful of how differences in professional status can generate power dynamics within the search committee. Create rules to ensure the equal participation of all committee members.

### **Interview More than One Underrepresented Minority Candidate**

Seek to interview more than one member of an underrepresented group. Research suggests that groups are less likely to make biased decisions if there is more than one type of person represented in the candidate pool (Heilman 1980).

## APPENDIX: GUIDELINES FOR INTERACTIONS WITH CANDIDATES

<i>Topic</i>	<i>Acceptable</i>	<i>Unacceptable</i>	<i>If Unacceptable, Why?</i>
Attendance/ reliability	What hours and days can you work?	How many children do you have?	Could be viewed as discriminatory against women
Attendance/ reliability	Are there specific times that you cannot work?	What religion are you?	Could be viewed as religious discrimination
Attendance/ reliability	Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?	What are your child care arrangements?	Could be viewed as discriminatory against women
Attendance/ reliability	Do you have a reliable method for getting to work?	Do you own a car?	Could be considered racial discrimination
Citizenship/ national origin	Are you legally eligible for employment in the United States?	What is your national origin? Where are your parents from?	Could be considered national origin discrimination
Citizenship/ national origin	Have you ever worked under a different name?	What is your maiden name?	Could be considered national origin discrimination
National origin	None	What is your father's surname? Relatives' names?	Not only irrelevant, but could be considered national origin discrimination
Arrest and conviction	Have you ever been convicted of a felony? * Please see note below for additional guidance	Have you ever been arrested?	In some cases, could be considered racial discrimination
Disabilities	Can you perform the duties of the job you are applying for?	Do you have any disabilities?	Could be considered discrimination against disabled persons

Disabilities	None	Have you ever filed a workers' compensation claim?	Could be considered discrimination against disabled persons
Disabilities	None	Have you ever been injured on the job?	Could be considered discrimination against disabled persons
Emergency contact information	What is the name and address of the person to be notified in case of an emergency? (Request only after the individual has been employed.)	What is the name and address of the <b>relative</b> to be notified in case of an emergency?	Could be considered national origin discrimination and possibly could violate state antidiscrimination laws relative to sexual orientation
Credit record	None	Do you own your own home?	Irrelevant and could be considered racial discrimination
Credit record	Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act of 1996	Have your wages ever been garnished?	Irrelevant and could be considered racial discrimination
Credit record	None	Have you ever declared bankruptcy?	Irrelevant and could be considered racial discrimination
Military record	What type of education, training and work experience relevant to job did you receive while in the military?	What type of discharge did you receive?	Irrelevant and could be considered racial discrimination
Language	What languages do you speak and write fluently? (if the job requires additional languages)	What is your native language? How did you learn to read, write or speak a foreign language?	Could be considered national origin discrimination

Organizations	Inquiry into an applicant's membership in organizations that the applicant considers relevant to his or her ability to perform job	List all clubs, societies and lodges to which you belong.	Could be considered racial or national origin discrimination
Race or color	None	References to complexion or color of skin.	Could be considered racial or national origin discrimination
Weight, height, eye color	Only if there is a bona fide occupational qualification		Could be considered racial , gender, or national origin discrimination
Religion	Only if there is a bona fide occupational qualification	What is your religious denomination, religious affiliations, church, parish, pastor? What religious holidays do you observe?	Could be considered religious discrimination
Gender	Only if there is a bona fide occupational qualification	Do you wish to be addressed as Mr.?, Mrs.?, Miss? or Ms.?	Could be considered gender discrimination
Previous and current addresses		What was your previous address? How long did you reside there? How long have you lived at your current address? Do you own your own home?	Could be considered racial or national origin discrimination
Education	Do you have a high school diploma or equivalent? Do you have a university or college degree? (if relevant to job performance)	What year did you graduate from high school or college?	Could be considered age discrimination

**\*Note on arrest records:** Using arrest or conviction records as an absolute bar to employment disproportionately excludes certain racial groups. Therefore, such records should not be used in this manner unless there is a business need for their use. Thus, an exclusion based on an arrest record is only justified if it appears not only that the conduct is job-related and relatively recent but also that the applicant or employee actually engaged in the conduct for which he or she was arrested. According to the EEOC, whether there is a business need to exclude persons with **conviction** records from particular jobs depends on the nature of the job, the nature and seriousness of the offense, and the length of time since the conviction and/or incarceration. In addition, some states bar the use of arrest records in employment decisions.

## APPENDIX: INTERVIEW DO'S AND DON'TS

- Do take a behavioral-based approach to the interview. Ask open-ended questions which focus on past behaviors rather than asking questions that will require a “yes or no” answer. For example, have a candidate describe a work situation in which they handled stress well rather than just asking “Can you handle stress well?”
- Do listen more than you speak during the interview.
- Do stay away from questions that have more to do with personal lifestyles than job experience. Keep all questions related to the skills, knowledge and abilities needed for the position.
- Do remember that interviews that occur over lunches or dinners still must follow the same guidelines as interviews occurring in office settings.
- Don't ask questions or engage in discussions initiated by the candidate related to the following topics during an interview: race, color, sex, religion, national origin, birthplace, age, disability, marital/family status, arrest record, bankruptcy, citizenship, emergency contact information, spouse, name changes, children, club membership, union affiliation, veteran status, and military records.

## APPENDIX: SAMPLE INTERVIEW QUESTIONS

### **Assessing Commitment to Diversity**

Ask the candidate if they have read or seen our Diversity and Inclusion Statement before beginning this line of questioning. If not, then provide the candidate with the statement and allow them time to read it.

What do you see as the most challenging aspects of an increasingly diverse academic community? What have you done, formally or informally, to meet these challenges?

Describe ways in which you have taken steps to create an inclusive classroom.

Describe your experiences interacting with diverse groups of people.

How have you handled, or how would you handle, a situation where a colleague is not accepting of others' diversity?

How have you supported or mentored students on your campus? What about underrepresented minorities (e.g. race/ethnicity, religion, and/or disability) or women?

How have you professionally furthered your knowledge about diversity?

Tell me about a situation you wish you had handled differently based on the outcome. What was the situation? What would you change (or will you change) when faced with a similar situation?

### **General Information**

Why are you interested in this position at Loyola University? Why are you leaving your present/last job?

Tell me about a time when you were a part of a great team. What was your part in making the team effective?

Give an example of a time when you had to deal with a difficult co-worker. How did you handle the situation?

Give an example of a time during your previous employment when you suggested a better way to perform a process?

Give an example of a time when you were trying to meet a deadline, you were interrupted, and did not make the deadline. How did you respond?

What strengths did you rely on in your last position to make you successful in your work? What expectations do you have of this position?

## REFERENCES

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