

# University of San Francisco Diverse Faculty Hiring Policy

## 1. PURPOSE

The University of San Francisco distinguishes itself as a “diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice.”<sup>1</sup> To that end, the university asserts faculty diversity as exemplary of our commitment to our university mission around diversity, equity, and inclusion. In accordance with this vision, the Office of Diversity Engagement and Community Outreach outlines best practices for inclusive faculty hiring, from recruitment to onboarding.

According to the National Center for Education Statistics, in fall 2016, of all full-time faculty in degree-granting postsecondary institutions 76 percent were White, 10 percent were Asian/Pacific Islander, 6 percent were Black, 5 percent were Hispanic, and less than one percent were American Indian/Alaska Native. Those who were of two or more races made up 1 percent of full-time faculty in these institutions.<sup>2</sup>

At the University of San Francisco, in fall 2017, 56 percent of full-time faculty were White, 14 percent were Asian/Pacific Islander, 11 percent were Latino/a, 4 percent were African American, and less than 0.5 percent were Native American. Those who were of two or more races made up 3 percent of full-time faculty at USF as did international faculty.<sup>3</sup>

These statistics only account for ethnic and racial diversity, though diversity accounts for far more than solely ethnic and racial representation. However, USF demographic data does not currently take into account the makeup of full-time faculty with regards to disability, neurological divergence, gender identity and expression, ideological diversity, or first generation status. This diverse faculty hiring policy aims to recruit from these identity groups, in addition to the racial and ethnic identities noted above, all of which continue to be underrepresented in higher education.

**Central to the success of this policy are Faculty Equity Advocates, faculty members appointed from each School/College/Library, who are tasked to promote this hiring policy and who work closely with the Vice Provost and Chief Diversity Officer with specialized attention to mitigating the impact of implicit bias in hiring that can hinder institutional equity efforts.**

This policy and initiative is owned by the Office of the Provost and led by the Office of Diversity Engagement and Community Outreach, charged to administer faculty diversity hiring on behalf of the University and driven with deans and their faculty who serve as Faculty Equity Advocates from each School/College/Library.

---

<sup>1</sup> <https://www.usfca.edu/about-usf/who-we-are/vision-mission>

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics. (2018). *The Condition of Education 2018* (NCES 2018-144), [Characteristics of Postsecondary Faculty](#).

<sup>3</sup> [https://www.usfca.edu/sites/default/files/pdfs/usf\\_fact\\_book\\_almanac\\_mid-year\\_2018.pdf](https://www.usfca.edu/sites/default/files/pdfs/usf_fact_book_almanac_mid-year_2018.pdf)

## 2. PROCESS

As an integral part of the University of San Francisco's institutional commitment to diversity, equity, and inclusion, this diversity hiring process reflects an institutional desire to recruit stellar candidates with identities that continue to remain underrepresented in the faculty such as: people of color; women of color; first generation scholars; people with ideological diversity; transgender and non-binary people; people living with disabilities; and lesbian, gay, bisexual and queer people.

### a. GETTING STARTED: DEPARTMENTAL RESPONSIBILITIES

#### i. Analyze Existing Data Prior to Search

1. Dean or Associate Dean meets with Vice Provost and Chief Diversity Officer to review USF demographic and campus climate data related to the search
  - a. VP and CDO provide campus climate resources and review institutional information to consider in the search process
  - b. Dean or Associate Dean reviews diverse faculty hiring process with Vice Provost and Chief Diversity Officer

#### ii. Recruitment Search Preparations

1. Dean or Associate Dean selects search lead and provides expectations for individual in this role via [diverse faculty hiring checklist](#)
2. Search lead connects with a [Faculty Equity Advocate](#) to consult throughout the entirety of the process

#### iii. Job Description and Language

1. Search lead facilitates a holistic review of the job description with the Faculty Equity Advocate with particular attention to gendered, outdated, and biased language to further ensure a diverse and inclusive applicant pool
2. Department includes a statement stating the department's commitment to equity, diversity, and inclusion if this does not already exist
  - a. Departmental website(s), social media accounts, and recruitment material should reflect these values as candidates often refer to these mediums to gauge the work culture and existing areas of engagement
  - b. This can provide the department an opportunity to address any tensions related to the departmental work culture for equity and inclusion beyond this recruitment process

#### iv. Diversity Statement Requirements

1. The job description should ask for a diversity statement which provides evidence of a candidate's commitment to or former experience working with multicultural, underrepresented, underserved, and diverse communities
  - a. A diversity statement can include evidence of:
    - i. Experience working with or commitment to multicultural, underrepresented, underserved, and diverse communities;

- ii. Experience working with or commitment to: people of color; first generation scholars; women of color; transgender and non-binary people; people living with disabilities; lesbian, gay, bisexual and queer people
- iii. Experience with or commitment to engaging students, staff and faculty from diverse backgrounds, ethnicities, gender identities, religious affiliations, and sexual orientations;
- iv. Knowledge of or sensitivity to the specific concerns and issues of underrepresented populations
- v. A commitment to BIPOC (Black, Indigenous, People of Color), anti-racism, and anti-Black racism.

**b. MOVING THROUGH THE PROCESS: BUILDING THE RECRUITMENT COMMITTEE AND INTERVIEW MATERIALS**

**i. Recruitment Committee**

1. The committee should have diverse representation from within the department and/or across disciplines and social identities and institutional roles to maximize the efficiency of the selection process
  - a. To the extent possible, representatives should include people of color, first generation scholars, women of color, transgender and non-binary people, people living with disabilities, lesbian, gay, bisexual and queer people, or those with diverse points of view.
2. Establish the department's commitment to an inclusive search process by setting expectations including:
  - a. The use of gender-inclusive language
  - b. Awareness to level of previous involvement with issues pertaining to equity, diversity, and inclusion
  - c. Demonstrate a willingness to practice accountability as part of the committee without the threat or fear of retaliation, in alignment with HR policy

**ii. Standardized Interview Process**

1. Create a standardized interview process to more equally-assess candidates' skills and performance
  - a. Prepare standardized questions to be used with all candidates that are related to the position, department's mission, vision, and efforts of diversity and inclusion
2. Include an interview question about equity, diversity, and inclusion
  - a. Consider centering the question (often done through a case study) around issues and initiatives that are an area of growth for the institution such as:
    - i. Working with transgender scholars and colleagues
    - ii. Modeling or explaining an inclusive classroom environment
    - iii. Working with students with disabilities and providing necessary accommodations

- iv. Centering anti-racism in curriculum and research
  - b. Incorporate a work sample component to assess a candidate's skills and insights in relation to the position by exploring work-related tasks, responsibilities, and experiences
  - c. Work samples allow the search committee to assess practical skills and knowledge related to the field
- 3. Discuss the concept of "Likeability" as having potential for implicit bias in the selection process
  - a. The likeability of a candidate can be a preference given to that candidate based upon any number of their (perceived) identities or qualities. Likeability then becomes an unconscious form of bias in the search process.
  - b. Formally discussing issues of likeability as part of search process will assist search committee to address implicit forces that can inform their selection.

### iii. Outreach

- 1. Circulate posting through professional listservs that intentionally serve people who are underrepresented in higher education
  - a. Research existing associations and conferences related to the field that center underrepresented communities
- 2. Encourage existing diverse faculty to invite qualified and promising candidates

## c. CAMPUS INTERVIEWS

### i. Making the Interview Process Accessible

- 1. The department should consider accessibility of the campus and cost when inviting candidates for on-campus interviews
  - a. Provide information about the building(s) the candidate will be visiting
    - i. Provide detailed information regarding availability of gender neutral restrooms and the physical accessibility of the building(s)
- 2. Offer paid travel and lodging as needed for all on-campus candidates to mitigate financial impact and barriers
- 3. Designate a single point of contact that will support the candidate throughout the day(s)
- 4. Provide an agenda and consider breaks and times
  - a. If possible, provide a private space for the candidate to store their belongings and/or decompress during break times

### ii. Assessing a Candidate's Commitment to Diversity, Equity, and Inclusion

- 1. The search committee should consider if and how the candidate demonstrates:
  - a. Experience with or commitment to navigating issues of equity, inclusion, and diversity without being prompted

- b. A commitment to using inclusive language without being prompted
- c. Self-awareness in relation to their understanding of the world and pressing issues related to identities, biases, access, and culture

**d. FINALIZING THE PROCESS**

**i. Notification of Status**

- 1. Departments are encouraged to contact candidates who interviewed on campus and were not offered the position to notify them of their status after a candidate has accepted an offer or the search has been closed
  - a. This offers candidates, specifically those from underrepresented communities, the opportunity to maintain a relationship with the department
  - b. The department may also choose to consider inviting the candidate(s) to apply to future searches

**ii. Onboarding**

- 1. Standardization of Resources
  - a. Provide opportunities for mentoring, networking, and support that are of interest or needed by the new hire
    - i. Encourage campus representatives to welcome and meet with the new hire
    - ii. Provide information about existing initiatives and upcoming events
    - iii. Provide overview of all existing affinity group spaces for the new hire to consider at his or her own will

**iii. Review of the Process (Post search process)**

- 1. Consult with the Faculty Equity Advocate to debrief the recruitment process.
- 2. Faculty Equity Advocate and Designated Search Member(s) meet with the Vice Provost and Chief Diversity Officer to review what worked well and what needs to be addressed for improvement
- 3. Determine successes and note necessary changes for future searches

**3. Faculty Equity Advocates**

- a. Faculty Equity Advocates (FEA) are faculty members and administrators (i.e. Associate, Assistant Deans) tasked with promoting equity mindedness in all facets of the hiring processes
  - i. FEA's are appointed by the Dean of each School/ College/ Library to serve on a Faculty Equity Advocate Team, led by Vice Provost and Chief Diversity Officer and Office of Diversity Engagement and Community Outreach
  - ii. Initial training and ongoing development provided by Vice Provost and Chief Diversity Officer in conjunction with Human Resources
  - iii. Provide attention to the impact of implicit bias on hiring processes
  - iv. Exist as a resource and support for the entirety of hiring processes

#### 4. References

- Funk, Cary and Kim Parker. (January 9, 2018). Women and men in STEM often at odds over workplace equity. Retrieved from <http://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>
- Knight, Rebecca. (April 19, 2018). 7 Practical Ways to Reduce Bias in your Hiring Process. *Society for Human Resources Management*. Retrieved from <https://www.shrm.org/resourcesandtools>
- Office of Institutional Diversity, Equity and Affirmative Action. *Faculty Hiring Procedures*. Georgetown University. Retrieved from <https://ideaa.georgetown.edu/affirmativeaction>
- Office of Diversity and Inclusion. *Strategies Toolkit: Strategies for Inclusive Faculty/Staff Recruitment and Hiring*. Santa Clara University. Retrieved from <https://www.scu.edu/diversity/inclusive-hiring-and-recruitment/strategies-toolkit/>
- University Health Services, Tang Center. (April 2013). *A Toolkit for Recruiting and Hiring a More Diverse Workforce*. University of California, Berkeley. Retrieved from [https://diversity.berkeley.edu/sites/default/files/recruiting\\_a\\_more\\_diverse\\_workforce\\_uhs.pdf](https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf)