

Recruiting and Hiring

for Mission and Inclusive
Excellence (Tenure-Track Faculty)



Table of Contents

Introduction

Purpose of Booklet	4
Mission	6
Inclusive Excellence	8
Benefits of a Diverse Faculty	10
Values Underlying Inclusive Excellence	12
Inclusive Excellence and Mission at LMU	14

Stages in the Search Process

Overview (flowchart)	16
Stage 1: Before the Search	18
Departmental Review Report	28
Crafting a Faculty Announcement	30
Required Boilerplate Language	34
Conflict of Interest	36
Public vs. Confidential Information	38
Proactive Recruitment Plan	40
Stage 2: During the Search	44
Minimize the Influence of Implicit Bias	45
Unlawful Discrimination	50
Proactive Campus Visit	52
Stage 3: After the Search	54

Introduction

Purpose of Booklet

The purpose of this booklet is to summarize the process for recruiting and hiring tenure-track faculty for mission and inclusive excellence at Loyola Marymount University. The bedrock assumption of the search process is that departments will hire outstanding candidates who will demonstrate a consistent pattern of excellence in scholarship and/or creative activities, teaching/advising, and service over the course of their career at the university.

The information in this booklet represents a synopsis and update of the **Guidelines: Recruiting and Hiring Excellent Teacher-Scholars** and accompanying **Appendix** provided by the Office of Intercultural Affairs and the Office of Mission and Ministry. **This material is intended to serve as an abbreviated guide to tenure-track faculty search processes during AY 2019-20.**

Introduction

Mission

Loyola Marymount University offers rigorous undergraduate, graduate, and professional programs to academically ambitious students committed to lives of meaning and purpose. We benefit from our location in Los Angeles, a dynamic city that brings into sharp focus the issues of our time and provides an ideal context for study, research, creative work, and active engagement. By intention and philosophy, we invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission:

The encouragement of learning

The education of the whole person

The service of faith and the promotion of justice

Full Mission Statement:

<https://mission.lmu.edu/mission/missionstatement/>

Maintaining a Vibrant Catholic Identity

It is important to consider whether, how, and to what extent each search invites candidates to articulate the contribution they can make to advancing LMU's mission and to maintaining the rich dialogue between faith and culture that characterizes the Catholic intellectual and imaginative traditions. All faculty candidates, regardless of personal faith commitments or disciplinary expertise, should be encouraged by the language of the faculty announcement to describe their interest in and potential for encouraging learning, educating whole persons, and/or serving faith through the promotion of justice in keeping with the assumption that all members of the LMU community have a role to play in supporting the mission.

It is also important to include language in the faculty announcement that describes the concept of inclusive excellence which includes diversity, equity, inclusion, and equity-mindedness, the value placed on applicants who can share and teach differing points of view, who have experience working with students from diverse backgrounds, and that signal LMU as an institution where people from underrepresented communities can thrive.

Introduction

Inclusive Excellence

“... Inclusive Excellence re-envision both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and cocurriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more” (p. iii).

From Williams, D.A, Berger, J.B., and McClendon, S.A. (2005). Toward a model of inclusive excellence and change in postsecondary education. Association of American Colleges and Universities.

Introduction

Benefits of a Diverse Faculty

Lessons from the Literature

by Dr. Abbie Robinson-Armstrong

Colleges and universities with a predominantly white faculty drastically limit the institution's ability to provide educational experiences that produce "an empowered, informed, and responsible student capable of negotiating the inevitable differences in a diverse society" (University of Arizona, 2006). Conversely, an institution with a diverse faculty provides significant benefits for everyone in the campus community.

Not only can a diverse faculty prepare students to live and work in an increasingly complex global society, a professoriate marked by diversity, (1) "promotes cognitive, social and emotional growth and development in students, (2) increases and raises the level of intellectual discussion with the faculty, and (3) adds multiple perspectives, theories, and approaches to scholarship and the curriculum that students consume." (Milem & Hakuta, 2000).

Reference: Robinson-Armstrong, A. (2016). Benefits of a diverse faculty: A review of the literature. In A. Robinson-Armstrong and R. Caro, "Foundations of Recruiting and Hiring Teacher-Scholars for Mission." Los Angeles, CA: Loyola Marymount University.

Introduction

Values underlying Inclusive Excellence

Diversity

Diversity is about who is present, including both individual differences (e.g. personality, learning styles, life experiences), as well as group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, ability, and cultural, political, religious, or other affiliations). It is also about identifying with multiple identities in multiple ways.

Inclusion

Inclusion is how people are included — about the active intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity and Equity-mindedness

Equity and equity-mindedness place emphasis on parity of student outcomes and experiences, rather than simply access to and diversity within a campus community. Whereas a “deficit-mindset” may focus on student limitations in meeting university expectations, an equity mindset asks “what can institutions do to better understand nuances among diverse populations and respond with appropriate services and resources?”

<https://www.aacrao.org/resources/newsletters-blogs/aacrao-connect/article/are-you-deficit-minded-or-equity-minded>

Introduction

Inclusive Excellence and Mission at LMU

Fr. Arturo Sosa, S.J., superior general of the Jesuits, on the role of the Jesuit university as “Intellectual Apostolate” (2017):

“Our intellectual work is an apostolate if it is carried out with depth, openness to the world and an orientation towards social justice and reconciliation between people and creation, always in dialogue with other believers and non-believers, by accepting with joy the richness of cultural diversity.”

Key Points

We cannot fulfill our mission as a university without a commitment to values of equity, diversity, and inclusion. These values are intertwined in how we express inclusive excellence at LMU.

An outstanding diverse faculty is essential to LMU’s educational mission as a Jesuit and Marymount university; it provides opportunities for transformative education and a rich intellectual climate. In our search processes, we desire to signal our values as a university—embodied in the Jesuit and Marymount traditions and embedded in the city of Los Angeles—as fully embracing a vision of inclusive excellence that is firmly grounded in our mission and identity.

Stages in the Search Process

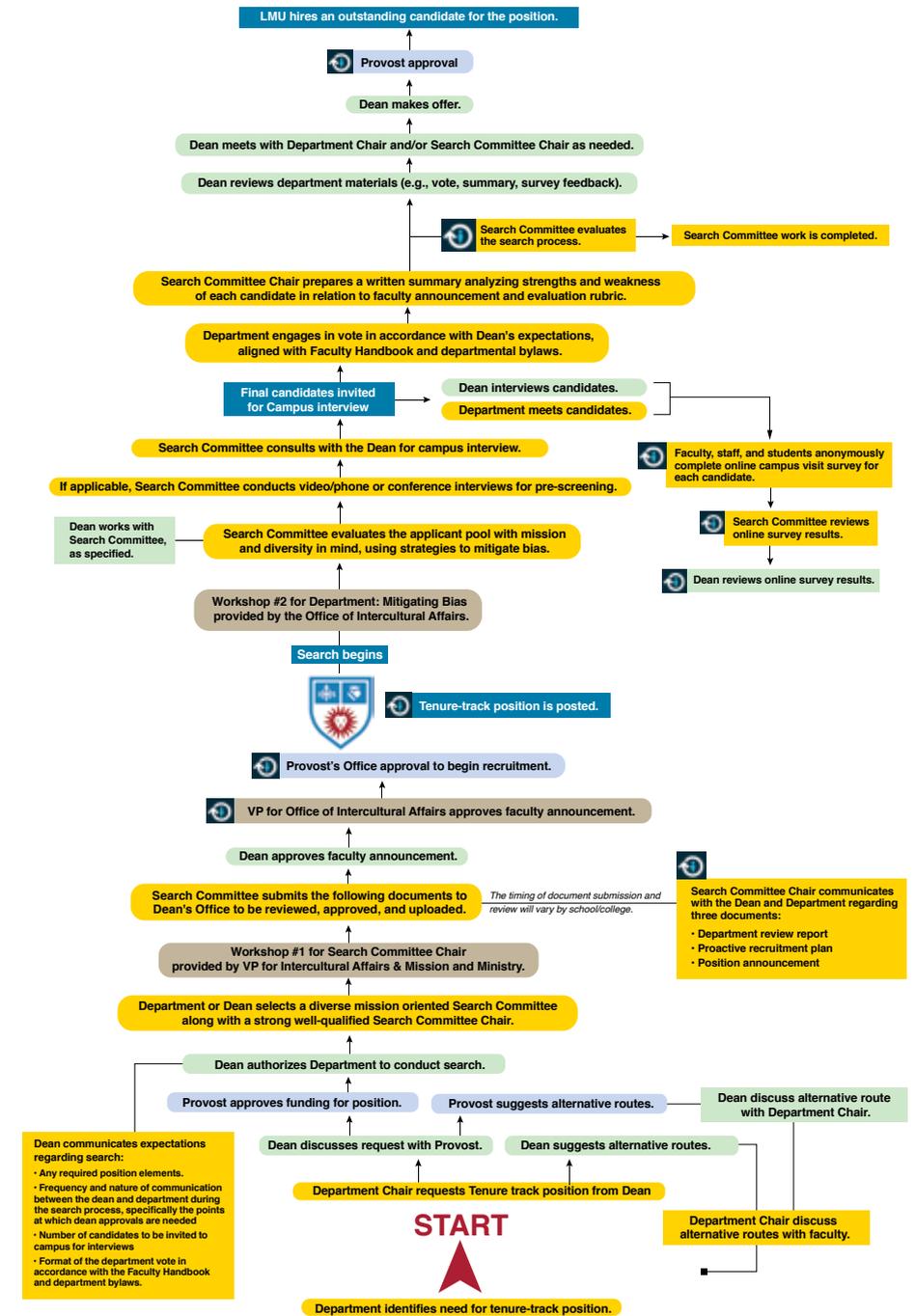
Overview

The goal of the search process is to engage in a transparent decision-making process characterized by mindful, careful discernment and review of all candidate applications, resulting in the hire of an outstanding individual who can contribute to an academic department's educational and curricular goals, and to the mission and inclusive excellence of the university.

Stage 3:
After the search

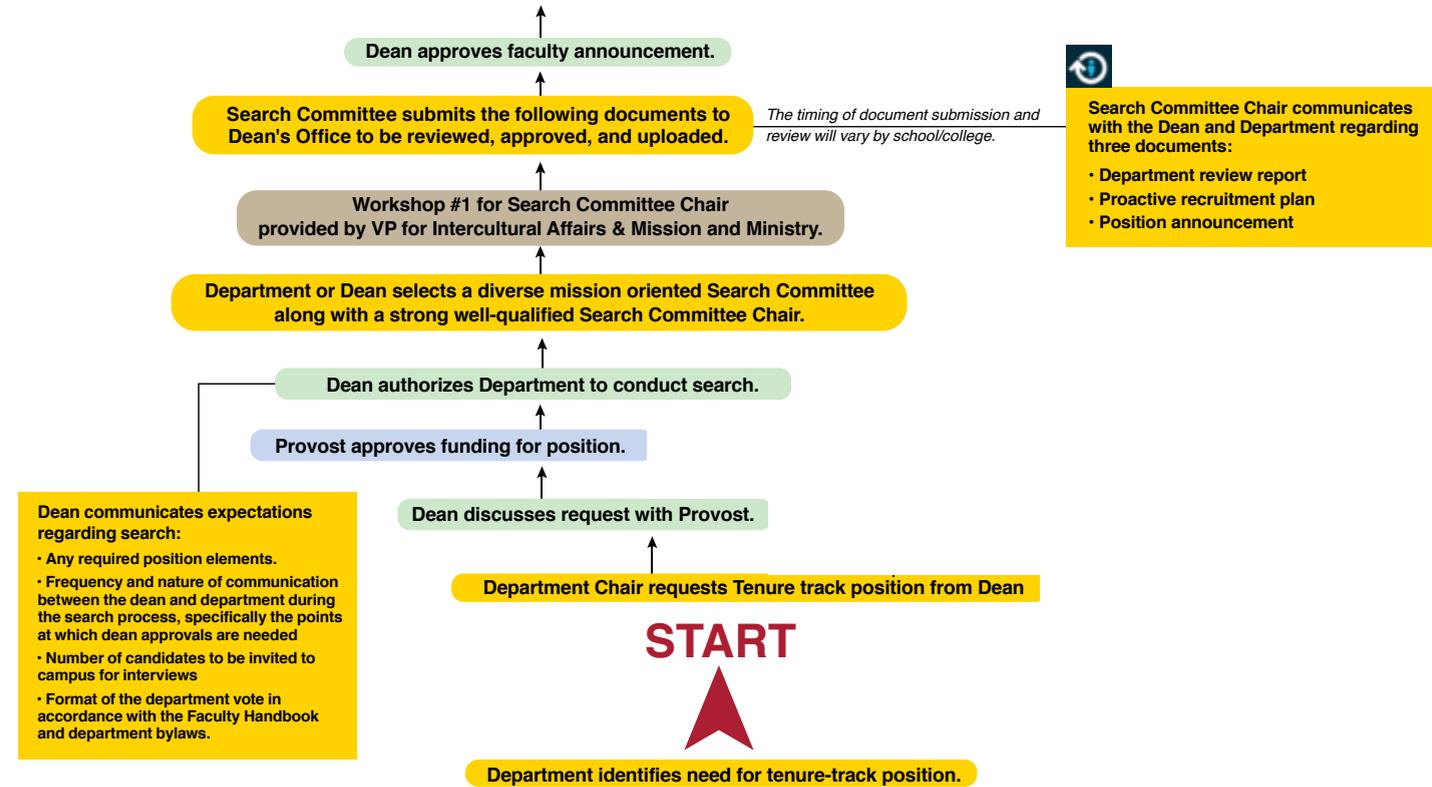
Stage 2:
During the search

Stage 1:
Before the search



Stages in the Search Process

Stage 1: Before the Search



Recruiting and Hiring Tenure-Track Faculty Flowchart

Stages in the Search Process

Stage 1: Before the Search

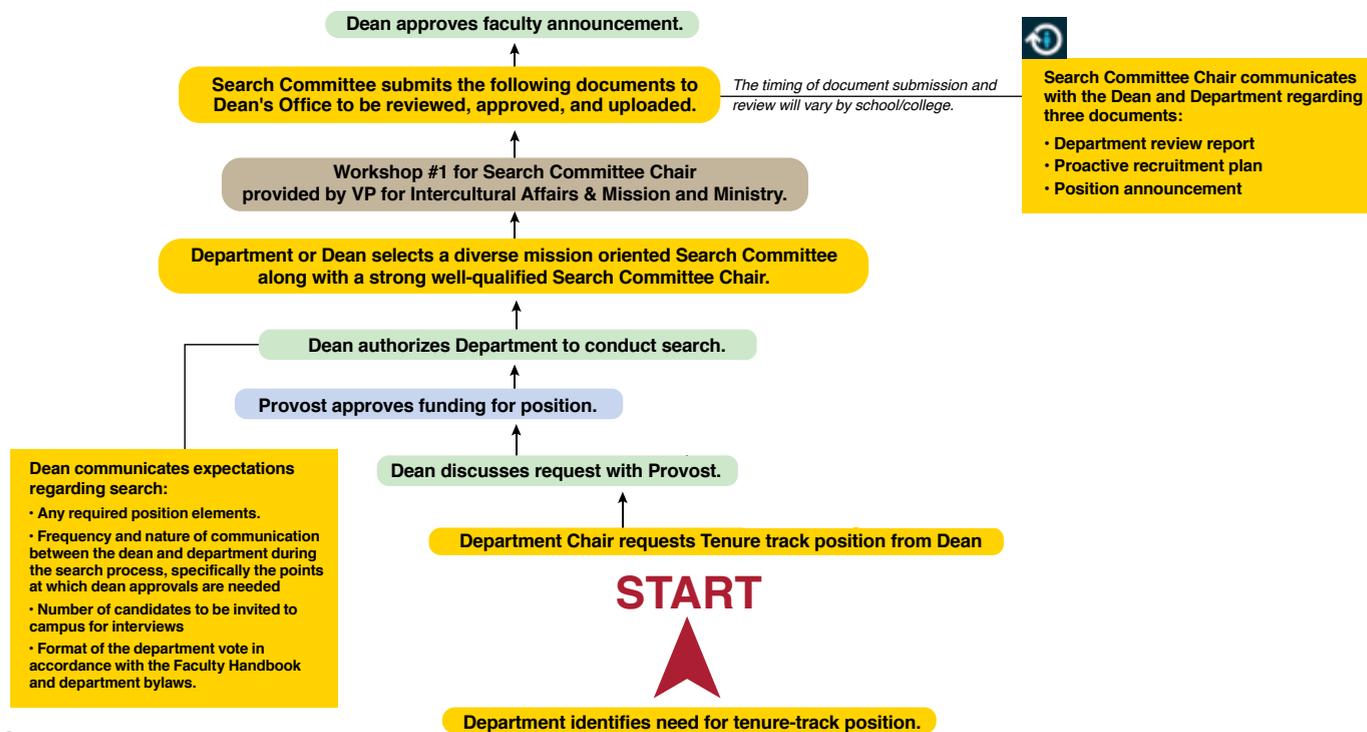
- Charge a diverse mission-oriented search committee
- Select a strong, qualified search committee chair
- Dean(s) provide a formal charge to the search committee

After the Dean has approved a search, the department will identify a search committee and chair. The search committee should be diverse, representing a range of perspectives and backgrounds, including, where possible, individuals with mission-oriented experiences and members of underrepresented groups. The search committee chair must be able to guide the search process with integrity, in a manner that reflects and honors LMU's commitment to mission and inclusive excellence.

Ongoing efforts to extend existing faculty networks to intentionally engage institutions, departments, programs, and individuals as part of recruiting for mission and inclusive excellence are critical to LMU's long-term success in this area. In identifying "advocates" for mission and diversity, search committees seek to be intentional and proactive in their recruiting and hiring of outstanding candidates who can contribute to LMU's mission and commitment to inclusive excellence.

Stages in the Search Process

Stage 1: Before the Search



Deans need to clarify expectations regarding:

- Any required position elements.
- Communication (frequency, nature) and required dean approvals during search process
- Number of candidates to be brought to campus and budget for visit
- Format of department vote (in alignment with Faculty Handbook and Departmental bylaws)

The goal of this stage is to develop shared expectations for the position and criteria to match.

Stages in the Search Process

Stage 1: Before the Search

Documents needed before position is approved

The following documents must be completed.
The purpose of each document is as follows:

- **Department Review Report:** To promote a process of departmental reflection prior to developing the faculty announcement through examination of the data required for the preparation of the departmental review report;
- **Faculty Announcement:** To support the preparation of a faculty announcement that meets the educational and curricular goals of the academic department, and is also oriented towards mission and inclusive excellence, and;
- **Proactive Recruitment Plan:** To support departmental efforts to identify promising strategies for developing a diverse pool of eligible, excellent candidates. This plan is embedded in the Faculty Advertisement Approval form.



Note that timelines for submitting these documents may vary by college/school, but all must be uploaded into PeopleAdmin prior to advertising the position.

Stages in the Search Process

Stage 1: Before the Search

Develop a shared, explicit understanding on expectations for position.

- *What criteria will be used to assess candidates?*
- *What weight will be given to each criterion (what matters most)?*

Questions for the Search Committee:

- What credentials are we seeking?
- What type of previous experience is most valued?
- What are required vs. preferred characteristics?
- What materials will enable assessment of a candidate's strengths and weaknesses in key area?
- What specific evidence will be considered in evaluating these criteria?
- What process will be used to evaluate applicants regarding their relative strengths and weaknesses in each area?

**Develop a shared understanding of relative importance or weight of each criterion.
Use criteria to develop an evaluation rubric that also mirrors the faculty announcement.**

Stages in the Search Process

Stage 1: Before the Search

Preparing a Department Review Report

Three Key Questions:

1. **How will this position help the college/school and department meet their current and future educational and curricular goals?**
 - Include a review of LMU's Definition of Recruiting and Hiring for Mission and Inclusive Excellence.
 - Include any linkages between college, school, and academic department strategic plans, including current goals and strategies
2. **How will the position help the college/school and department address the changing demographic landscape of higher education, including at LMU and in the department?**
 - Include a review of LMU's Ethnic and Gender Profile of the Faculty to determine the demographics of the student population and college or school faculty.
 - Consider some of the following issues: What is the ethnic and gender composition of the faculty in the department? What is the ethnic and gender composition of student majors and minors? Do these data reveal educational gaps in the ethnicity or gender of the faculty in the department and/or in the curricular offerings? How will these data inform and shape the recruitment process?
3. **How will the search process and hiring criteria reflect LMU's commitment to mission and inclusive excellence?**
 - Include a review of Survey of Earned Doctorates. What is the availability of doctorate recipients in disciplines of interest to the academic department, if applicable?
 - Include data and notes on past departmental searches. How did prior applicant pools reflect diversity and hiring for mission. (Limit the report to the past three searches and/or past 5 years for the department, whichever is less).

Please contact Kim Misa at (310) 338-5343 in the Office of Intercultural Affairs for this data.

Stages in the Search Process

Stage 1: Before the Search

Crafting a Faculty Announcement

How do you make a faculty announcement more inclusive?

Inclusive faculty announcements

- Signal value of diversity and inclusion in position content.
- Consider how your department participates in LMU's vibrant Catholic identity and university mission, across faith and non-faith based commitments.
- Use open language that provides maximal flexibility.

Examples

1. **Keep rank as open as possible.**
For instance, "Assistant professor position, although other ranks may be considered."
2. **Keep area of disciplinary expertise as open as possible.**
("area open")
3. **Use language to signal that diversity is valued**
For example, "research and/or teaching experience with underrepresented populations is highly desirable"
4. **If appropriate, use language to encourage applicants to describe their relationship to the university mission (or Catholic intellectual and artistic traditions, if applicable).**
For example "research and/or teaching that relate the discipline to issues of social justice, the dialogue between faith and culture, and/or community-based learning that takes place on society's margins would be highly desirable"

Stages in the Search Process

Stage 1: Before the Search

Crafting a Faculty Announcement

For international faculty hires, there are additional wording requirements for visa considerations

Inclusive faculty announcements

Further considerations for recruiting and hiring international faculty

- Signal value of diversity and inclusion in position content.
- Use specific, narrow language that will meet visa criteria.

Examples

1. **Avoid term “preferred” and use “required” instead order to address visa requirements.**
For instance, “Assistant professor position, although other ranks may be considered.”
2. **Specify discipline, but keep area of disciplinary expertise open.**
 (“Psychology: Area open”)
3. **Use language to signal that diversity is valued**
For example, “research and/or teaching experience with global perspective is required”
4. **If appropriate to the discipline, use language to signal the importance of the university mission and its Catholic identity**
For example “research and/or teaching that can integrate the university mission and issues related to its Catholic identity is required.”

Stages in the Search Process

Stage 1: Before the Search

Required Boilerplate Language

This language must be used for all LMU tenure-track faculty announcements. This transitional language—developed through recommendations from the Intercultural Faculty Committee—will be used during the 2019-20 academic year until further revisions to the standard description are made.

Loyola Marymount University, a Carnegie classified R2 institution in the mainstream of American Catholic higher education, seeks qualified applicants who value its mission and share its commitment to inclusive excellence, the education of the whole person, and the building of a just society. LMU is an equal opportunity employer. Women, persons of color, LGBTQ and gender-nonconforming individuals, people living with disabilities, and others with diverse life experiences and beliefs are encouraged to apply.

(Visit www.lmu.edu for more information.)

Stages in the Search Process

Stage 1: Before the Search

Conflict of Interest

Actual or perceived conflicts of interest may arise because of the roles in the search process or existing professional or personal relationships.

An actual or perceived conflict must be managed to maintain the integrity of the search process. Disclose potential conflicts to your search committee chair.

An actual or perceived conflict may arise from:

- Serving on a search committee where an applicant is well known on a personal basis**
- Serving on a search committee and writing or providing a reference for an applicant**
- Applying for a position and serving as a member of the search committee at the same time**

Stages in the Search Process

Stage 1: Before the Search

Public vs. Confidential Information

To maintain the integrity of the search process, be aware of what information you may share freely with others versus the information that should be shared only with other members of the search committee.

Public information

- Position description
- Search committee members
- Process for evaluating applicants

Confidentiality protocols

- Search discussions and deliberations.
- Accessibility of application materials (secured).
- Respect wishes of candidates who do not wish their candidacy to be known (take care when checking references)
- Don't send confidential information through email.

Stages in the Search Process

Stage 1: Before the Search

Proactive Recruitment Plan

There are many common misconceptions about the availability of exceptional faculty candidates from underrepresented communities. Research suggests that these beliefs are not fully informed and that some are inaccurate (University of Oregon, 2017).

Proactive Recruitment

Myth #1: “Factoring in diversity considerations will distract from the goal of finding an exceptional candidate.”

A focus on diversity and inclusion increases the likelihood of identifying an outstanding candidate. Diversifying the candidate pool by inviting members of underrepresented communities to apply ensures that all qualified and promising applicants are given consideration. (Columbia University, 2016)

Myth #2: “Women and underrepresented populations in academia are few and difficult to recruit and retain. Since these underrepresented scholars are in high demand, their recruitment requires a disproportionate share of resources.”

Though the number of women and members of underrepresented communities may be low in many fields, their representation in academia is not reflective of their numbers in the pool of available candidates. (Columbia University, 2016)

Myth #3: “Faculty search practices are not to blame for the scarcity of women and members from underrepresented communities in academia, and therefore do not need to change. The number of women and members from underrepresented communities will naturally grow as the increasing number of people from these underrepresented groups receiving advanced degrees move through the pipeline.”

This is false. Women and members from underrepresented communities are not advancing into faculty positions at the same rate that they are receiving advanced degrees and entering academia. (Columbia University, 2016)

Stages in the Search Process

Stage 1: Before the Search

Proactive Recruitment Plan



"What if we don't change at all ...
and something magical just happens?"

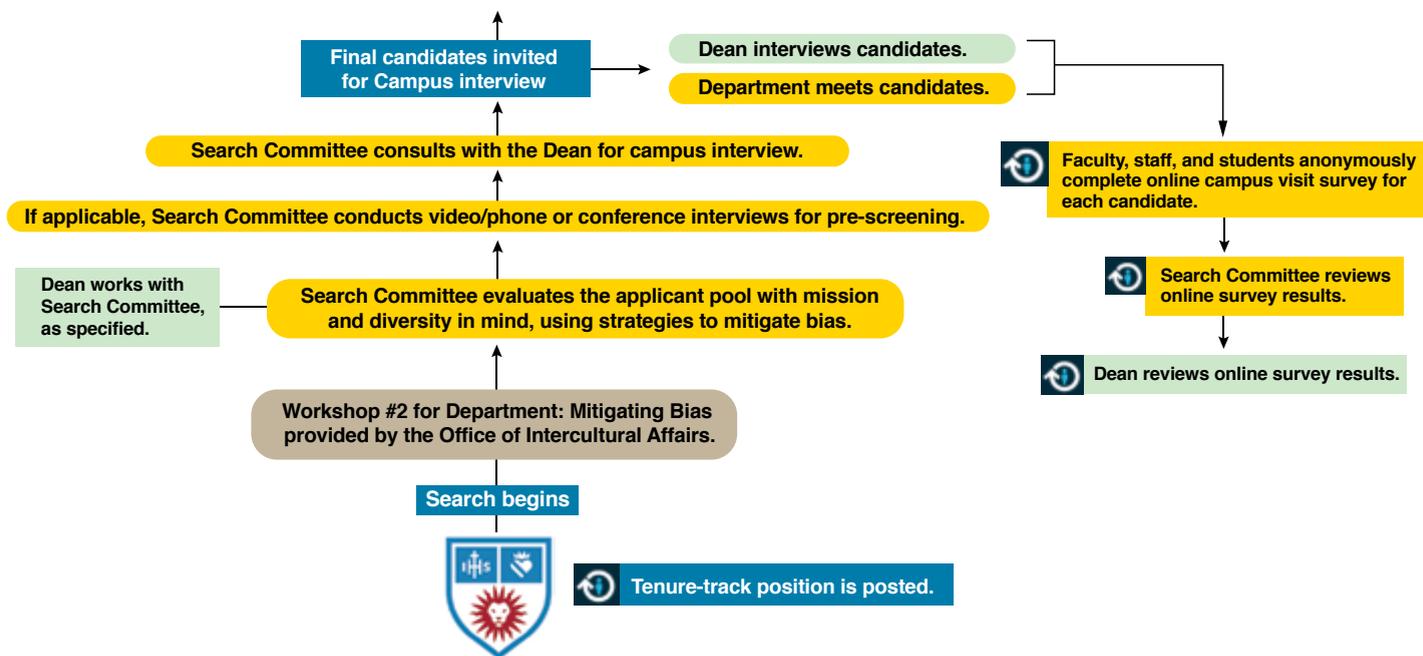
Some ideas for proactive recruitment strategies

- Send the faculty announcement to department chairs at Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI).
- Send the announcement to department chairs at doctoral-granting American Jesuit Colleges and Universities (AJCU) or other Catholic universities.
- Ask current department members to identify potential candidates.
- Talk with individuals who have wide networks in the field whom you might ask to nominate or refer candidates.
- Identify professional associations for people in the discipline/profession.
- Identify the names of people who are publishing interesting research, giving strong presentations nationally, etc.
- Identify affinity groups and placement offices at other universities and institutions and the best way to share the recruitment with them.

Note: You will identify your “proactive recruitment plan” as part of the “Faculty Advertisement Approval Form”

Stages in the Search Process

Stage 2: During the Search



Minimize the influence of implicit bias

What is implicit bias?

Attitudes, both favorable and unfavorable, that are activated without awareness or intentional control (Greenwald & Krieger, 2006; Staats, 2014) and that are different from and sometimes in contrast to explicit, self-reported beliefs (Nosek, 2007).

What are the consequences of implicit bias?

A large body of social science evidence has shown that unconscious, automatically activated, and pervasive cognitive associations related to race, ethnicity, gender, age, sexual orientation, and other identities can impact decision-making and judgments without our awareness. These research findings have serious, far-reaching implications for individuals in a wide range of sectors.

Staats, C., Capatosto, K., Wright, R. A., & Jackson, V. W. (2016). State of the science: Implicit bias review (2016 ed.). Columbus, OH: Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University.

Stages in the Search Process

Stage 2: During the Search

Minimize the Influence of Implicit Bias

Minimize the influence of implicit bias

Minimizing bias: What not to do

- Assume that you can successfully suppress bias and assumptions from one's mind or try to be "colorblind" (this doesn't work).
- Rely on a presumably "objective" ranking or rating system to reduce bias (just because it is numerical doesn't mean it is unbiased).

Minimizing bias: What to do

- **Recognize human limitations:** Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumptions.
- **Ensure a variety of perspectives:** Strive to increase the diversity of your search committee.
- **Assign advocates:** Strategy for taking collective responsibility to track inclusivity of search (mission, diversity).
- **Take your time:** Time pressure and tiredness increase the likelihood that implicit bias will affect decision-making.

Stages in the Search Process

Stage 2: During the Search

The goal of this stage is to commit to your criteria to help ensure the integrity of your process.

Minimize the influence of implicit bias

7 Strategies

1. **Avoid stereotyping:** Strive to increase the representation of people of color and women in the applicant pool.
2. **Be clear about your criteria:** Develop well-defined evaluation criteria and prioritize them PRIOR to evaluating applicants.
3. **Don't be hasty or rule out too quickly:** Focus on each applicant as an individual, and evaluate his or her entire application package.
4. **Intentional deliberation:** Rely upon inclusion (“opt in”) rather than exclusion strategies (“rule out”) in making selection decisions.
5. **Consider “multiple lists” approach:** Make lists of candidates who meet thresholds in multiple preferred areas and thus “rise up” in review process.
6. **Check for process slippage:** Stop periodically to evaluate your criteria and their application.
7. **Accountability:** Be able to defend every decision (What is rationale for eliminating each candidate?)

Stages in the Search Process

Stage 2: During the Search

Unlawful Discrimination

LMU prohibits unlawful discrimination on the basis of:

- Race
- Religious creed
- National origin; ancestry
- Sexual orientation
- Physical or mental disability; genetic information
- Legally protected medical conditions (cancer-related)
- Marital status
- Gender including pregnancy, childbirth, or related medical conditions
- Age
- Veteran status

Protected by Federal law including, but not limited to, Title VI, VII Civil Rights Act (1964); Title IX Education Amendments (1972); Section 504, Rehabilitation Act (1973); American with Disabilities Act (1990) or; State or local law.

Campus Interview

Be aware of how you ask questions in a campus interview to ensure you are not engaging in verbal behavior that could be viewed as discriminatory.

For example, ask:

Are you able to meet the work schedule and travel requirements of this position?

Do NOT ask:

Are you married?

What is your spouse's name?

What is your maiden name?

Do you have any children?

How old are your children?

Are you pregnant?

What are your child care arrangements?

For more examples,

<https://resources.lmu.edu/officeofinterculturalaffairs/>

Stages in the Search Process

Stage 2: During the Search

Proactive Campus Visit

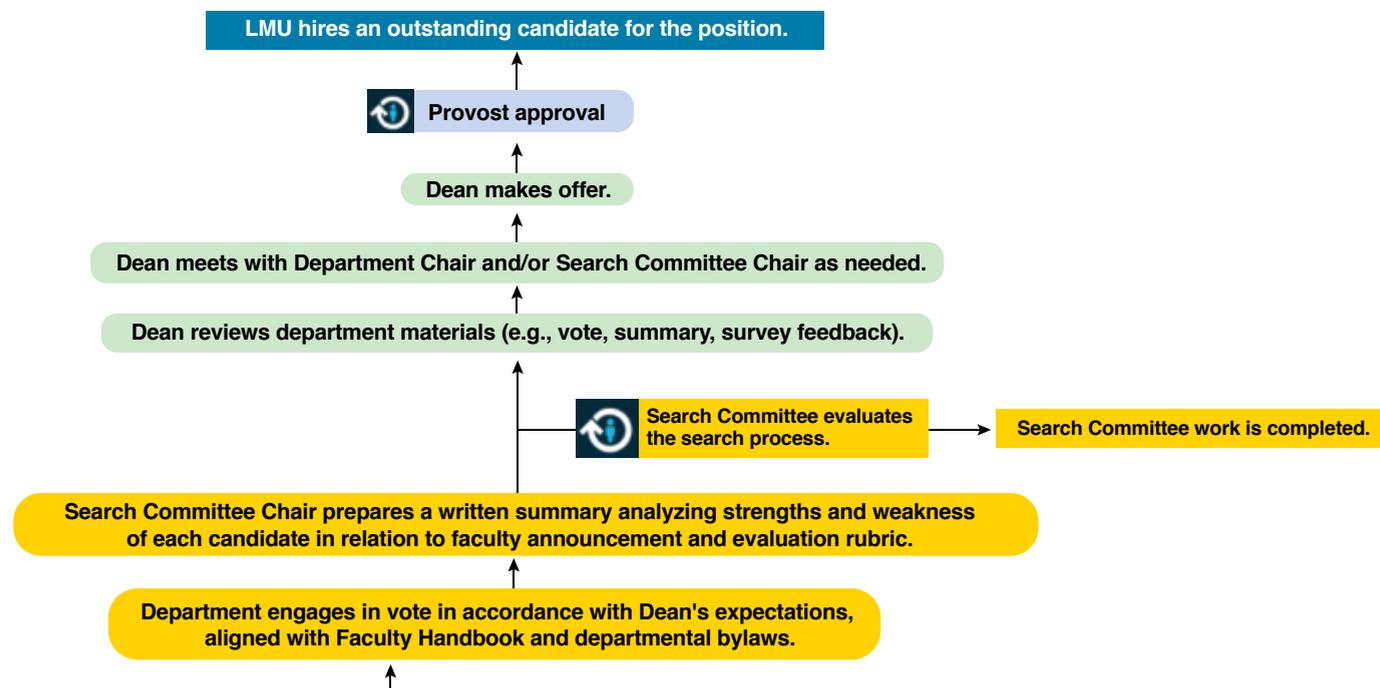
Implement a proactive campus visit for each candidate

1. **Standardize itineraries:** Differences in performance should not be due to big differences in itinerary.
2. **Promote transparency:** Provide itinerary and contact information (for additional campus resources) in advance to promote equal access to information about the campus visit for all candidates.
3. **Gather feedback:** Collect feedback from participating students, faculty, and staff about specific aspects of the candidate's performance during the campus visit in a systematic, transparent manner. Feedback forms for this purpose are available through PeopleAdmin.

The goal of this stage is to empower the Dean to make an informed hiring decision based on your careful review process.

Stages in the Search Process

Stage 3: After the Search



Final Tasks

1. As a courtesy, inform **any internal candidates** who are not invited for a campus visit of their status prior to inviting your final candidates to campus.
2. Department meets to evaluate candidates.
 - Mitigate against implicit bias in discussion
 - Review performance, feedback and materials according to evaluation criteria
 - Vote in accordance with Faculty Handbook and department bylaws, aligned with Dean expectations.
 - Prepare a written summary of each candidate's relative strengths and weaknesses related to your criteria
3. Give Dean all materials and meet as needed
4. Evaluate the search process

This material has been produced by the Office of Intercultural Affairs (OIA) to guide tenure track search processes in AY 2019-20. Special thanks to the following for their collaboration and support:

The Office of Mission and Ministry
The Office of the Provost
Human Resources

For questions, please contact OIA at (310) 338-7744

