



UNIVERSITY OF HAWAII
Equal Employment Opportunity and Affirmative Action Office

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Affirmative Action Strategies
Recruitment and Retention of Faculty

UH Administrative Procedure A9.540 prescribes the affirmative action steps all departments must take in the "Recruitment and Selection of Faculty and Administrative/Professional/ Technical (APT) Personnel." A9.540 guidelines are but a skeleton for your search process and leave quite a bit of room for department initiative. To help your DPC or search committee take more active measures, we offer the following suggestions gleaned from studies done by the University of California, Ohio State University, and other affirmative action programs across the country.

Pre-Recruitment Planning

To be effective, affirmative action recruitment should be a well-planned strategy.

- **Invite women and minority colleagues to chair or participate on search committees.** The "Catch 22" is when these groups are so underrepresented among tenured faculty that we end up exhausting their time and good will. Where appropriate, some search committees have drawn on faculty from related disciplines or professionals from outside agencies. This not only promotes affirmative action but strengthens your collaborative efforts in the community.
- **Sponsor an EEO/AA briefing for your search committee.** The EEO/AA Office can brief your committee on lawful and unlawful pre-employment inquiries, confidentiality issues, effective interviewing techniques, checking references, and avoiding conflicts of interest and other potential flaws in the search process.
- **Carefully write position descriptions to attract a diverse applicant pool.** One college replacing a labor historian agreed to advertise for candidates specializing in "labor or women's history" and succeeded in attracting several good candidates who might have otherwise assumed their work would be marginalized.

With the severe fiscal restraints facing the University, many departments will be analyzing their programmatic needs. Departmental introspection can help to counter the tendency of faculty to "replicate themselves and their specialties."

- **Specify a closing date that gives you a longer than standard recruitment period.** You can use the extra time to work your networks and write letters to prospective candidates.
- **Extend the closing date and re-advertise** the position if recruitment efforts do not yield a reasonable number of applicants from underrepresented groups. During the search process for a

dean's position, UH Mānoa decided to reopen and conduct a more aggressive search because the applicant pool was not representative. The job description was reviewed and one of the changes made was to add the following statement to the desirable qualifications: "Sensitivity to the needs of a multicultural community and a demonstrated commitment to equal opportunity and affirmative action are important."

Recruitment

For the most part, you will find that your major professional associations offer the most widely read job registers or classified ad listings. The *Chronicle of Higher Education*¹ and *Diverse: Issues in Higher Education* also list a significant number of academic job announcements.

Affirmative action recruitment involves more than just posting a classified ad in the *Chronicle* or other professional journal. It means casting your net as widely as possible by tapping your current networks and aggressively developing new leads and contacts. Every search, whether for a tenure-track or visiting appointment, presents a challenging opportunity to promote academic excellence and diversity within your department. Here are a few ways of adding to your networks:

- **Study the networks.** If you are in a field where there are relatively few women and minority scholars, find out how candidates hear about positions. Sometimes key people in women's and minority networks act as informal brokers to let people who weren't really looking for jobs know about upcoming opportunities.
- **Develop your own list of contacts** for recruiting women and minority scholars, including visiting and adjunct appointments. Create a file which includes contacts acquired by networking with colleagues and at professional conferences. For example, encourage everyone who hears good papers from female or minority candidates to add the information to your file or distribution list for future job announcements.
- **Subscribe to women's and minority professional journals.** These journals keep departments informed about accomplished women and minorities in the field. Some newsletters carry a regular column on new appointments, including brief write-ups about the person's accomplishments and academic background. A collection of these articles can provide names to add to your distribution list for future job announcements.
- **Support travel costs for faculty members who are interested in serving on the women's or minority committee of your professional association,** with the understanding that this person will be asked to share information, assist in recruitment networking, and represent the department at professional meetings.
- **Post job notices in minority and women's journals that feature classified advertising.** Some offer free employment advertising; others have a small spread of paid advertisements. One way to test the effectiveness of your job notice is to have your *Chronicle* ad state

¹ Departments recruiting for tenure track positions are advised that in order to meet strict U.S. Department of Labor requirements for the hiring of foreign nationals, it is essential to place at least one advertisement in a nationally circulated PRINT journal. Advertisements in the *Chronicle of Higher Education* are sufficient to meet the requirement; however, DOL prefers advertisements in a journal in a particular field that is likely to yield the highest number of qualified applicants for the position.

“Applications should be sent to Dr. J A. Brown,” while your newsletter ad states “to Dr. Judith A. Brown . . .”

- **Order a membership directory.** Many organizations offer such information free to members and at a nominal fee to nonmembers. A few organizations, such as the American Association of Law Schools and the American Political Science Association, keep rosters of job seekers with voluntary identification of sex and ethnicity. These are useful resources for expanding your mailing list for job announcements.

Screening and Selection

The following suggestions can promote an affirmative action perspective in the screening process.

- **For jobs such as dean, department chair, or student services associate dean, consider asking candidates specific questions about their leadership skills and accomplishments in promoting equity for women and minorities.** The ability to provide leadership in implementing the University's affirmative action program is a job-related factor for many academic positions and not just for the EEO Director position. The Project on the Status and Education of Women has developed a list of sample interview questions in their publication, *It's All in What You Ask*.
- **Review how your department defines “quality.”** All too often quality is thought to be reflected only in the quantity of research, a degree from a prestigious institution, or teaching experience at an Ivy League school. What job-related attributes and experiences serve as good predictors of a successful faculty member? In some cases, the traditional academic profile of a “rising star” may serve to screen out talented women and minorities, particularly those who followed nontraditional career paths because of community work, family obligations, or military service.
- **In negotiating with women and minority candidates, insist on a level of appointment appropriate to their experience.** A study of women's salaries at UC Berkeley indicated that women were often appointed at a too-low initial step and remained underpaid for years. Be the advocate for the candidate; it may pay off in retention and productivity later.

A few experiences here and there may account for the evolution of a myth that qualified women, and minority women in particular, are hard to recruit because they are highly sought after as “affirmative action hires” by more prestigious institutions offering better pay and research support. The evidence points to the contrary. The UH Mānoa Gender/Minority Pay Equity Procedure (1994-96) found cases of female faculty who received lower pay than male peers with similar qualifications. In a 1992 study of law school faculty nationwide, the researchers found that women of color taught at significantly less prestigious schools than men of color and were significantly more likely to teach low-status courses (such as legal writing) at those schools.

Retention

Deans and department chairs play pivotal roles in the retention of women and minority faculty. In 1991, Linda Johnsrud completed a study on Barriers to Retention and Tenure at UH Mānoa. Her research disclosed that a faculty member's decision to leave was significantly influenced by poor department leadership and colleague conflict. Women in particular cited problems with the chair's

leadership and department climate as barriers to retention. They spoke out strongly about experiences of structural and personal discrimination. In 1993, Dr. Johnsrud completed a study on Ethnic and Racial Minority Faculty: Their Experiences at the University of Hawai'i at Mānoa, which documented their experiences of biculturalism, exclusion, stereotyping, tokenism, and their sense of obligation to community, students, and family.

So what can deans and department chairs do? Engage your faculty or DPCs in planning and problem-solving discussions and arrive at some practical action steps. Dr. Johnsrud's study offers several examples:

- **Articulate the role of the department chair** in the support and development of the talent of newly recruited faculty.
- **Monitor the selection of chairs** and ensure that they are truly prepared to lead the department. Chairs should attend training on professional work climate, evaluation procedures, sexual harassment, and affirmative action.
- **Update and clarify departmental procedures** for contract renewal and tenure/promotion. Deans should advise chairs and DPCs on how to provide timely, thorough, and constructive performance reviews to probationary faculty.
- **Examine the teaching, advising, and service load of probationary faculty.** Address the issue of appropriate balance between teaching and research for instructional faculty.
- **Review department and college policies for distributing graduate assistantships** to ensure that probationary faculty are receiving equitable and timely support.
- **Investigate access to research support.** Disseminate information regarding the sources of research support available directly to faculty.
- **Attend or sponsor department workshops to be better able to recognize and confront inappropriate conduct.** If you observe a pattern of disparaging verbal conduct or biased treatment, take action. Most often the person will stop once they understand the impact of their behavior. Department workshops can lead to frank discussions of attitudes and stereotypes about race, sexual orientation, disabilities, and gender. This clears the air and makes it easier for faculty members to handle difficult colleagues on their own.

Probationary faculty members have also offered the following suggestions:

- Invite recently tenured associate professors to share their bibliographies with probationary assistant professors, to give new faculty a feel for the standards and goals.
- Provide detailed information on normal teaching loads, access to laboratory facilities, and informal and formal access to faculty development resources; e.g., travel and research funds.
- Link the new tenure-track faculty member with the UH Mānoa Faculty Mentoring Program. You can also pair up the new faculty member with a designated tenured professor to help with her/his progress. If you do this, be sure the mentor has agreed to the role and has some training in mentoring activities. This avoids frustration and disappointment.

Models and Graduate Mentoring

- **Use visiting appointments to diversify your faculty** and to establish contacts with historically Black or minority institutions. Temporary or visiting appointments can also be used to identify outstanding senior faculty for recruitment.
- **Invite promising young scholars in for guest lecture series** so they can become familiar with the campus, and so you can get a taste of their work. Given our relative isolation, a “look-see” appointment can be a way of encouraging potential female and minority candidates to consider relocating to Hawai‘i.
- **Support faculty and students in your department who want to start a campus chapter of a professional organization that supports women or minorities.** This can become a formal mechanism for encouraging your department to offer mentoring, professional contacts, and resources for women or minority colleagues and graduate students. Local organizations such as the Hawai‘i ACE Network of Women Leaders in Higher Education, Sociologists for Women in Society, the Hawai‘i Association of Women in Science, and Hawai‘i Women Lawyers have contributed to the professional development of women at UHM by presenting colloquia, providing role models and peer support, and influencing department policy.
- **Contact fellowship and postdoctoral programs that target women and minorities.**
- **Grow your own.** At UHM we have a unique advantage for encouraging women and minorities to pursue careers in teaching or academic administration. We have a number of undergraduate programs that have an untraditionally high representation of women students which reflects the very high labor force participation rate for women in Hawai‘i. We also have a uniquely multi-ethnic student body with many talented individuals. Students who hope to pursue academic careers in Hawai‘i might be encouraged to do graduate or postdoctoral work at other universities where they will obtain the background they will need to compete successfully for faculty or administrative positions at the UH.

Leadership

Recruitment and retention strategies are not an affirmative action panacea. An effective program is one that contains interactive elements at all levels of the institution. Examples range from mentoring programs for women and minority faculty, to diversifying the curriculum to match the diversity of teachers and learners. Campus safety and the physical accessibility of our facilities are as much a part of an affirmative action program as the sex and ethnic diversity of our students and employees. These components evolve from a point of view that is reflected in the everyday operation of our academic programs and workplace environment.

Achieving such a planning and operational perspective requires strong leadership. The UH Mānoa affirmative action program is your program. If you make it a priority, and if you are persistent, you will have an impact on faculty diversity and the climate of your departments.