



# **Loyola Marymount University**

## **Appendix**

**Guidelines:**

**Recruiting and Hiring Exceptional Teacher-Scholars for Mission**



The *Guidelines: Recruiting and Hiring Exceptional Teacher-Scholars for Mission* is intended to facilitate recruitment and hiring for inclusive excellence and mission by providing support to colleges/schools, department chairs, search committee chairs and academic departments members engaged in searches for tenure-track faculty. This document is the Appendix, which provides specific guidance on preparing the materials required by the Office of Intercultural Affairs for approval of a tenure-track position. The documents described in this appendix include the following: Departmental Review Report, Proactive Recruiting plan, and Faculty Announcement.

Each college/school will have its own process for working with departments on searches for tenure-track faculty. These guidelines, and accompanying workshops, have three goals:

- 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;
- 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;
- To support departmental search processes to mitigate impacts of implicit bias.

The accompanying workshops available through the Office of Intercultural Affairs in collaboration with the Offices of Mission and Ministry and Human Resources include:

**Workshop #1:** *Recruiting and Hiring for Mission and Inclusive Excellence: Preparing an Inclusive Position Description and Developing a Proactive Recruitment Plan.*

**Workshop #2:** *Recruiting and Hiring for Mission and Inclusive Excellence: Mitigating Implicit Bias in the Search Process*

*Revised July 2019*

# Table of Contents

---

---

<b>Overview</b> .....	<b>4</b>
<b>Department Review Report</b> .....	<b>4</b>
<b>Proactive Recruitment Plan</b> .....	<b>6</b>
<b>Faculty Announcements</b> .....	<b>9</b>
<i>Maintaining a Vibrant Catholic Identity</i> .....	9
<i>Standard Descriptions of LMU to Insert in Faculty Announcements</i> .....	10
<i>Boilerplate Description of LMU</i> .....	11
<b>References</b> .....	<b>12</b>
<b>Faculty Announcement/Proactive Recruitment Form</b> .....	<b>13</b>
<b>Checklist for Expanding the Applicant Pool</b> .....	<b>15</b>

## Overview

---

---

This appendix is designed to complement the *Guidelines: Recruiting and Hiring Exceptional Teacher-Scholars for Mission*, which provides comprehensive support for increasing the probably of identifying and attracting outstanding applicants who can contribute to Loyola Marymount University's mission and its commitment to inclusive excellence. The documents and processes required to initiate a tenure-track faculty search are described below.

## Department Review Report

---

---

In line with the expectations of the dean of each college/school, the academic department will meet to discuss the dean's expectations for the search and the department's educational and curricular goals and to identify specific hiring criteria for the newly approved position. The department review report is intended to help academic departments reflect on their educational and curricular needs, student populations served, and aspirations and goals. This reflection and analysis would be situated, ideally, in the context of the university's mission and orientation towards inclusive excellence, as well as the college/school goals and strategic plan. This reflection may occur before or after the Dean's Office has approved a search for a tenure-track position, depending on the college/school. The departmental reflection should aid the chair of department and/or search committee in addressing the Department Review Report's 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?**

That is, 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?

- 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.

3. **How will the search process and hiring criteria reflect LMU's commitment to mission and inclusive excellence?**

How will the department frame the hiring criteria in the faculty announcement so that the pool of candidates is not unduly narrowed thereby limiting the diversity of potential applicants (Kang & Carbado, 2016)?

- 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 to obtain all the data listed above, including the Faculty profile and review of Survey of Earned Doctorates. The Department Review Report should be submitted to the Dean's Office, as specified by the Dean of each college/school. If the Dean has approved the department's request for a tenure-track position, this document should also be uploaded to PeopleAdmin, in line with the Dean's Office processes.

After the Dean has approved a search, the department will identify a search committee and chair. The department will develop a position announcement and proactive recruitment plan. The search committee should be diverse, representing a range of perspectives and backgrounds, including, where possible, ethnic/racial and gender diversity, mission-oriented experiences and members of other 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.

Beginning with searches in the 2019-20 academic year, the proactive recruitment plan will be embedded into the Faculty Announcement Approval form, rather than submitted as a separate document. The following three documents must be uploaded into PeopleAdmin: *Inclusive Faculty Announcement, Proactive Recruitment Plan (embedded within the Faculty Advertisement Approval Form), and Department Review Report.* These documents may be uploaded at different points in the search approval process and may be uploaded by the college/school Dean's Office, the department chair, or the search

committee chair, in accordance with the practices and policies of each college/school. The Dean's Office is responsible for the following: (1) to review and approve these documents; (2) to create a requisition for a tenure-track position; (3) to work with the chair of the department and/or search committee to upload these documents to PeopleAdmin, and; (4) to work with Human Resources to ensure that the job description adheres to US immigration policies and labor laws, as needed.

---

---

## **Proactive Recruitment Plan**

---

---

Proactive recruitment has relevance for both mission and inclusive excellence. Proactive recruitment not only reflects the larger institutional commitment to hire for mission and inclusive excellence, but also serves as an important signal to current and future job applicants (Tuitt, Sagaria, & Turner, 2007). Efforts to assure that new faculty from underrepresented populations feel welcome and included signal that LMU may be a welcoming environment for all.

Research indicates there are two key elements to successful efforts to recruit and hire exceptional faculty. They include:

- **Faculty involvement in the search process.** Unless specific individuals are formally responsible for leading the department's ongoing efforts to recruit and hire faculty for mission and diversity as part of the university's commitment to inclusive excellence, any recruiting activity is unlikely to extend very far beyond the efforts of the search committee to fill positions (University of Oregon, n.d.). This is the reason for identifying "advocates" for mission and diversity as part of the search committee roles. The advocates for mission and diversity are charged with keeping the search process accountable with respect to mission and in considering candidates from underrepresented populations in the context of the department and discipline. Names of search committee members, including the chair and advocates for mission and diversity, will be included in the Proactive Recruitment Plan.
- **Upstream recruiting activities.** The majority of upstream or early stage recruiting activities take the form of informal exchanges requiring few resources other than faculty time and attention (University of Oregon, 2017). That is, 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.

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).

***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. Mitigating against bias in the search process promotes a fair evaluation of all candidates and leads to the selection of the top candidate for the position. (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. Institutions are not engaged in bidding wars to recruit and retain most individuals from underrepresented communities. The most common reasons that faculty relocate, which are also true of faculty from underrepresented communities, are dual career considerations, questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution. (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)

In addition to advertising the position, the search committee and academic department should engage in other types of proactive outreach to increase the number of applicants, including having conversations with faculty from underrepresented communities and scholars knowledgeable in relevant fields of the Catholic intellectual tradition. Proactive strategies include:

- Recruiting at professional meetings and conferences where faculty can combine visits with recruiting efforts.
  - Human Resources has an “interest” portal that allows candidates to indicate their interest in learning about open positions in different colleges/schools. They will be automatically contacted when any position(s) in their interest area(s) become available. The link is: [https://jobs.lmu.edu/interest\\_cards](https://jobs.lmu.edu/interest_cards)
- Contacting department chairs at other universities, including major Catholic universities.
  - The Office of Intercultural Affairs has a [resource directory of department chairs at Historically Black Colleges and Universities \(HBCUs\) and Hispanic Serving Institutions \(HSIs\)](#).
- Sending the faculty announcement to professional and academic associations.
- Discussing the position with members of underrepresented communities who received significant professional recognition and asking for their help in locating possible applicants.
- Contacting EEO officers at targeted universities and asking them to circulate or post the faculty announcement.
- Researching directories such as the Lilly Postdoctoral Fellows directory and the Minority and Women Doctoral Directory to identify potential applicants.
- Using active recruiting sources such as electronic mailing lists, email groups, and websites.

Each search process must include a **Proactive Recruitment Plan**, which has been embedded as a checklist into the Faculty Announcement Approval Form (see attached sample). This document should be submitted to the Dean’s Office, along with the Department Review Report, and Faculty Announcement for review and approval and will be uploaded into PeopleAdmin as part of the Tenure-Track faculty requisition process.

## **Faculty Announcement**

---

The faculty announcement includes the specific, measurable hiring criteria developed before the search to identify the credentials, education, and expertise in identified areas of research, creative background, and teaching necessary for fulfilling the role, as well as the potential for contributing to the institutional mission and values related to inclusive excellence. Hiring criteria must be written in such a way that a neutral party, such as the courts, can understand them and determine the committee's application of the criteria in reaching a hiring decision. In other words, objectivity is established through a clear description of the required qualifications and duties to be performed. Objective, specific, measurable hiring criteria improve the reliability and validity of selection and minimize the potential for lawsuits. Vague criteria create confusion and antagonism. In addition to incorporating the measurable hiring criteria developed before the search, the faculty announcement should also speak to potential candidates' ability to contribute to LMU's mission (the encouragement of learning, the education of the whole person, and the service of faith and promotion of justice) and/or to teaching and scholarship within the many fields represented by the Catholic intellectual, artistic, and social traditions.

### **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. Prospective faculty in disciplines like theology and philosophy but also literature, history, art, and music may more easily be able to identify where their teaching and scholarship align with the traditions of a Catholic university. Nevertheless, all departments, including those in the professions, may take the opportunity of a search to consider how their discipline contributes uniquely to deepening our understanding both of the development of Catholic thought over the centuries and to Catholic perspectives on contemporary issues. In preparing for a search, a department should reflect on its role in maintaining LMU's vibrant Catholic identity. When the department review takes place before a search reveals an opportunity to introduce or enhance such a focus, appropriate signals should be included in the faculty announcement. Likewise, 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. The following examples are offered as suggestions for language that might be appropriate for inclusion in certain position descriptions:

- “Candidates whose teaching and research can contribute to the broad Catholic intellectual and artistic traditions are encouraged to apply.” (More specifically, for example, a description for an Americanist in the English department could signal that familiarity with Catholic novelists of the 20<sup>th</sup> century is desirable.)
- “Strong candidates for this position (e.g., in history, literature, or the social sciences) will bring sensitivity to the independent cultural role of religion.”
- “Candidates with an interest in the implications of Catholic Social Thought for their teaching and research are encouraged to apply.” (More specifically, for example, a position in environmental science could indicate that familiarity with recent Catholic teaching on the intersection of economic and ecological justice is desirable.)
- “Our department is strongly committed to the mission of the University and has a particular concern for issues of social justice/the dialogue between faith and culture/holistic education that includes an emphasis on engaged learning/community-based learning that takes place on society’s margins.”

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. Finally, the faculty announcement must include the standard “boilerplate” language that describes LMU.

## **Standard Descriptions of LMU to Insert in Faculty Announcements**

The standard description of the University included in every faculty announcement highlights LMU’s Catholic identity and Jesuit, Marymount traditions. It underscores our desire to attract outstanding faculty who will share our mission, including our commitment to building an inclusive community. As this standard language implies, all searches are expected to yield new

hires that are a good fit in their understanding of Loyola Marymount University's religious identity and their support for its mission. Beyond that, it can be important to attract candidates capable of making specific contributions to the Catholic intellectual, artistic, and/or social traditions at LMU.

### *Boilerplate Description of LMU*

Boilerplate language provides a standardized way for LMU to describe itself across all faculty and staff searches. For the 2019-20 academic year, the following transitional language must be included in all faculty announcements, precisely as written below:

*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](http://www.lmu.edu) for more information.)*

This language represents a significant change from the boilerplate language of past years. Some of the key language was proposed by the Intercultural Faculty Committee in May 2019 and used to develop a transitional boilerplate. This language will be thoroughly vetted with multiple committees and constituencies during the 2019-20 academic year with more permanent language in place by the end of the Spring 2020 semester in time for future searches.

## References

- Columbia University. (2016). *Guide to Best Practices in Faculty Search and Hiring*. Retrieved from <https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>
- Kang, J., & Carbado, D. (2016, September 29). *Searching for excellence: Evidence-based strategies for equitable and inclusive faculty hiring, (Version 1.0)*. The Regents of the University of California, Los Angeles. [PDF file]. Retrieved from [https://equity.ucla.edu/wp-content/uploads/2016/09/searching-for-excellence-v1\\_0-2016\\_09\\_29.pdf](https://equity.ucla.edu/wp-content/uploads/2016/09/searching-for-excellence-v1_0-2016_09_29.pdf)
- McGreevy, J. T. (2007, September 24). Catholic enough? Religious identity at Notre Dame. *Commonweal*. Retrieved from <https://www.commonwealmagazine.org/catholic-enough>
- Nelson, D. J., & Brammer, C. N. (2010, January 4). *A national analysis of minorities in science and engineering faculties at research universities (2<sup>nd</sup> ed.)*. Retrieved from [http://drdonnajnelson.oucreate.com//diversity/Faculty\\_Tables\\_FY07/07Report.pdf](http://drdonnajnelson.oucreate.com//diversity/Faculty_Tables_FY07/07Report.pdf)
- Tuitt, F. A., Sagaria, M. A. D., & Turner, C. S. V. (2007). Signals and strategies: The hiring of faculty of color. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.
- University of Michigan. (2016). *Handbook for faculty searches and hiring*. Ann Arbor, MI: NSF Advance. [PDF file]. Retrieved from <http://advance.umich.edu/resources/handbook.pdf>
- University of Oregon. (2017, September 29). Equity and inclusion: Implicit bias workshops. Retrieved from <https://inclusion.uoregon.edu/implicitbias>
- University of Oregon. (n.d.). Faculty hiring: Faculty recruitment. Retrieved from <https://facultyhiring.uoregon.edu/faculty-recruitment/>
- University of Virginia. (n.d.). Faculty Search Committee Tutorial. Retrieved from <http://provost.virginia.edu/search-committee-support/tutorial>
- Yoder, B.L. (2014). Engineering by the numbers. Washington, DC: American Society for Engineering Education. [PDF file]. Retrieved from <https://www.asee.org/papers-and-publications/publications/college-profiles/14EngineeringbytheNumbersPart1.pdf>

# LOYOLA MARYMOUNT UNIVERSITY

## Faculty Announcement/Proactive Recruitment Form

PID: \_\_\_\_\_

**INSTRUCTIONS:** This form is used to obtain approvals for all full-time faculty announcements. The Department Chair should complete and forward the form to the Dean's Office. The Dean's Office will review and if approved, upload the form to People Admin, where it may be reviewed and approved by Intercultural Affairs and the Provost's Office. Any requests for revisions will be sent back to the Dean. Ads must be received by the Academic Affairs Office **no later than seven working days** prior to the deadline date. Only items approved on this request will be processed for payment.

<b>Date:</b>			
<b>Department Name:</b>			
<b>Department Chair Name:</b>			
<b>FT Tenure-Track Position: (Assistant Professor, Associate Professor, etc.)</b>		<b>Beginnig Term:</b>	
<b>FT Term/Contingent</b>		<b>Beginnig Term:</b>	

Name of magazine/journal/on-line service where ad will appear:	Number of issues in which you would like the ad to	Deadline date:	Cost:

**Faculty Announcement:** (Please attach a separate sheet to this form, if needed)

**Composition of Search Committee**

**Chair(s):** \_\_\_\_\_

**Members:** \_\_\_\_\_

**Advocate(s):**

**Mission:** \_\_\_\_\_

**Diversity:** \_\_\_\_\_

**Proactive Recruitment Plan:**

Please specify the proactive recruitment strategies to be used in this search (check and elaborate for all responses that apply):

- Recruiting at professional meetings and conferences (please specify):

- Contacting department chairs at other universities (please specify):

- Sending the faculty announcement to professional and academic associations (please specify):

- Discussing the position with members of underrepresented communities who received significant professional recognition and asking for their help in locating possible applicants (please specify):

- Asking EEO officers at targeted universities to circulate/post the faculty announcement (please specify):

- Researching general or area-specific directories (i.e., Lilly Postdoctoral Fellows directory; Minority and Women Doctoral Directory, etc.) to identify potential applicants (please specify):

- Using active recruiting sources such as electronic mailing lists, email groups, and websites (please specify):

- Other strategies to be used (please specify):

## **Checklist for Expanding the Applicant Pool**

---

- Send the faculty announcement to department chairs at [Historically Black Colleges and Universities \(HBCU\)](#) and [Hispanic Serving Institutions \(HSI\)](#).
- Ask current department members to identify potential candidates.
- Network with people who “know people” in the field (who may be called upon to nominate individuals).
- Identify journals read by people in the discipline/profession.
- Identify professional associations for people in the discipline/profession.
- Identify websites that are visited by people in the discipline/profession.
- Identify the relevant professional or community organizations, caucuses, etc. that respond to the needs of people from underrepresented populations.
- Identify where people in this discipline/profession congregate (professional meetings, concerts, lecture series, etc.), and explore how to recruit at these venues.
- Identify where the best people in this discipline/profession work (strong departments at other universities, etc.).
- Identify the names of people who are publishing interesting research, giving strong presentations nationally, etc.
- Consider placing the announcement on the hiring department’s website. (Ensure that the website is accessible to all who may try to access it.)
- Identify affinity groups and placement offices at other universities and institutions and the best way to share the recruitment with them.
- Identify ways we obtain nominations from alumni and members of the University and local community



# Loyola Marymount University

Office of Intercultural Affairs  
Xavier Hall 111  
1 LMU Drive  
Los Angeles, CA 90045-2659  
310.338.4477

Revised July 2019