THE
CHALLENGES
of Recruiting and Retaining Diverse Faculty and Administrators

INSIDE HIGHER ED

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Introduction

The importance of diversity in recruiting and retaining faculty and administrative talent has never been more important. Colleges love to talk about their success with diversity, but few have achieved the results for which they hope.

The opinion pieces in this compilation reflect some of the strategies used by colleges to recruit and retain diverse candidate for jobs, highlighting colleges' successes. We offer these essays on the hope that some combination will prove successful for your institution.

Inside Higher Ed will continue to cover these issues. We welcome your feedback on this compilation and future coverage.

--The Editors
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Transforming Diversity, Equity and Inclusion in Higher Education

Between a pandemic, natural disasters, social unrest movements, and budget cuts, the last six months have tested higher education like never before. However during these stressful times, I have seen institutions rise above the chaos in unprecedented ways and come together to reinvigorate their diversity, equity and inclusion (DEI) initiatives while transforming their campus culture to support those efforts.

For Arizona State University (ASU), it was crucial to maintain and enhance its culture of inclusive learning and community leadership during the COVID-19 pandemic. With Cornerstone, ASU was able to sustain and strengthen its key priorities around continued communication, collaboration, and compassion by delivering courses on diversity, empathy, and bias recognition. These courses aren't just a way to bring ASU's distinct culture to life; in light of the social justice and equality movements growing around the world, the skills and competencies taught in this coursework are proving to be more important and timelier than ever before.

But building a diverse, equitable, and inclusive institution goes beyond learning and development. Setting a strategy for DEI that supports a more inclusive and equitable workforce, enables career mobility and elevates voices for diverse employees across your institution. These strategies must be built on a structured and fully integrated human capital management plan. Without this structure, DEI initiatives will often fall short.

We want Cornerstone to be the backbone of your successful DEI strategy and trust this collection of articles from *Inside Higher Ed* will provide your institution with ideas of how you can mitigate unconscious bias and enhance diversity, equity and inclusion across all areas of talent management - recruiting, learning & development, performance & succession management, and compensation.

Kurt Ackman
Vice President of Higher Education
Cornerstone

OPINION

Recruiting Diverse and Excellent New Faculty

Abigail J. Stewart and Virginia Valian provide recommendations for how deans, department chairs and their search committees can optimize their chances.

By Abigail J. Stewart and Virginia Valian // July 19, 2018

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Search committees often express frustration about the limitations of their applicant pool -- in many fields the job applicants are not diverse in terms of race and ethnicity, and in some fields few women apply. Departments can't hire people who don't apply: if minorities and women aren't in the pool, they can't become potential colleagues.

Ensuring a broad and diverse pool of applicants is an important goal for institutions and their search committees. So how can they change the features of the pool, especially in a field in which men and/or white people are numeri-cally dominant? Based on our long-term experience and substantial research, we recommend that deans, department chairs and search committees members consider the following general suggestions.

Define the position in broad terms. A good place to start is with the definition of the position. If the job is defined in narrow terms -- a common strategy in many faculty hires -- it will focus on a single research area within a discipline or subfield and require use of particular methods. It may also dictate specific courses to be taught. Here's a typical example of this type of faculty advertisement:

The Department of Psychology at Terrific University is seeking an assistant professor with a promising program of research in the area of stigma and stereotyping in social psychology. The successful applicant will not only demonstrate excellence in this research area but also be able to teach courses in Social Psychology, Prejudice and Discrimination, and Attitude Change.

Every narrow qualification that is specified will lead some potential applicants to select themselves *out* of the pool of possible applicants, stimulating a process of self-evaluation of fit that will lead to a pool that is less diverse. Thus, if women and underrepresented minority potential job applicants, more often than white men, conclude, "I am not what they are looking for" or "I am not qualified" when reviewing the required qualifications for a position, our applicant pools may be unnecessarily homogeneous.

Provide cues of belonging. If we hope to attract a wide range of applicants, we should describe our jobs in the broadest terms that are accurate -- for example, by listing several alternative topics or approaches -- and offer a range of courses that might be taught rather than a specific and limited set. For example:

> The Department of Psychology at Terrific University is seeking an assistant professor with a promising program of research in any area. The successful applicant will not only demonstrate excellence in this research area but will be able to teach courses appealing to undergraduates both in that area and in broader domains of psychology.

Cues of belonging -- or not belonging -- can also be conveyed by gendered language in job advertisements, such as the use of *dominant* instead of *excellent.* In a test in a laboratory setting, where the same job can be described in different terms, the use of "masculine" words for an administrative assistant job (*boasts, demanding, strong*) attracted women (the only group tested) less than an advertisement with "feminine" or neutral words (*polite, sensitive, capable*). The lower attraction was not because women did not think they could handle the job -- the language was off-putting.

Search actively and broadly. In 2006, the chemistry department at the University of Michigan decided to experiment with an open search approach that it hoped could simultaneously better its standing in the field and attract a more diverse applicant pool. Between the academic years 2001 and 2004, the "before" period when the department used conventionally narrow advertisements for positions, women candidates submitted about 15 applications each year. Between 2006 and 2009, the "after" period when they adopted a policy of "open searching," women submitted an average of 34 applications each year -- more than doubling their previous yield.

Not only did open searches increase the total applicant pool (as it would simply by broadening the areas of specialization), it also attracted a more diverse applicant pool.

Why? One main reason is that faculty members actively sought out diverse applicants at conferences and through colleagues they knew at institutions who had track records of mentoring students and postdocs from diverse backgrounds and who worked at institutions that had diverse student bodies.

Recognize the impact of expressed institutional values. Research has found that special hiring programs (including dual-career opportunities), family-friendly policies and job descriptions that mention institutional values that support diversity are more likely to yield diverse hires. Women and minorities are more likely than majority applicants to expect to be judged according to stereotypes, often leading them to assume that they may not fit or to anticipate discrimination absent such an explicit signal that the hiring institution will take their application seriously.

Effective Search Procedures and Practices

Once a job description exists, it is important to design search procedures and practices that will facilitate a more diverse pool of serious candidates than the current faculty displays. Search committees can adopt an explicit goal of identifying candidates who are *different* from existing faculty, and they can develop strategies for attracting those applicants.

In pursuing this goal, it is optimal to treat searching as an activity that is engaged in year-round by all faculty members. They can and should be continually on the lookout for rising young colleagues in the field, paying particular attention to those from underrepresented groups.

Faculty members may be tempted to rely on a narrow network of department members whom they know for recommendations of job candidates or the prestige of the institution where an applicant was trained. But the highest ranked departments are not necessarily graduating the largest numbers of female candidates and are unlikely to be producing the largest numbers of people of color. Therefore, depending on colleagues in those departments will not yield the most diverse pool of candidates.

A better strategy is to identify individuals who are mentoring women and minority doctoral students at other institutions and consider those faculty for

senior positions at one's institution. Or, if one's own institution graduates significant numbers of well-trained women and minorities in fields where they are under-represented, those graduates can become a good source of suggestions for other women and people of color as they move on to graduate, postdoctoral and faculty or research careers. It may make sense to recruit those graduates back on to the faculty in the future, in addition to relying on them as trusted references for women and minority applicants for faculty positions.

Each facet of the search process has implications for how candidates will be recruited and assessed. In requesting candidates' materials, committees can provide an open-ended opportunity for applicants to "make a case" for their fit and relevance to the position, so the committee can avoid having too little information to perceive an applicant's interesting qualifications. Increasingly, departments ask applicants to submit a statement about their past contributions to diversity and their anticipated contribution at the institution to which they are applying. The Davis campus of the University of California has developed guidelines for applicants in preparing such statements. These statements may help committees identify some faculty who have a track record of mentoring or contributing to institutional change that might matter to the department.

Other aspects of the search that should be considered include:

- The search committee composition. Be careful about choosing who will serve on the committee that screens full applications and makes recommendations

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for hiring decisions. If the job has been defined broadly, having broad expertise represented among the reviewers of applications is helpful.

- The competence of the committee. Those who serve on the review committee should be individuals who are knowledgeable about the possibility of implicit biases emerging. Knowledge does not ensure that the biases will not operate, but it does increase the likelihood of self-conscious efforts to use procedures that will minimize that possibility. Creating as diverse a committee as is feasible is crucial to the fairness of the decision-making process.

- The credibility of the committee. Don't assume that a committee with many women or minority group members will be a committee biased in favor of hiring women or minority group members, since evidence shows that women and minorities can hold implicit attitudes much like those of majority group members. But a diverse committee composition is likely to reassure

both applicants and people in the institution that a range of perspectives has influenced decision making. That is, committee composition can operate as a cue that diversity is welcome.

- The training and education of the committee. Committee members should receive training and educational resources that increase their knowledge of the impact of evaluation biases and ways to overcome them. Workshops of this sort have been offered to search committee members at Florida International University; Northeastern University; the University of California, Davis; the University of Michigan and the University of Wisconsin, among others.

An alternative approach is to identify "equity advisers" who can serve on search committees in departments other than their own and provide input about appropriate procedures. This strategy has been successful at institutions like the University of California, Irvine, and Michigan State University. If the equity advisers are well educated, have a high degree of credibili-

ty and are not felt merely to be "policing" the process, this model can be quite effective. In order to offer either kind of program, institutions must create a small group of senior faculty who will take on the task of studying the literature and presenting it to their colleagues or sitting in on search committees.

Colleges can also consider creating a standing search committee with a term of a few years, composed of individuals who have been educated in and are committed to the twin goals of excellence and diversity. In this way, the institution may benefit from a slower, more deliberative hiring process and a cadre of well-educated faculty charged with performing it.

As the search committee seeks to attract diverse faculty members, they need to consider how the institution and the department represent themselves on websites and in other descriptions and materials that job candidates might review. Does the department appear to be diverse in its current composition? Open to a range of perspectives? Eager to increase its breadth and inclusion of a range of interests and types of students and faculty? To have policies that support faculty members' personal lives when there are increases in the complexity of responsibilities for family members requiring care?

If the department's self-descriptions don't provide enough good information about those issues, department leaders and search committee members might consider sending applicants packets of information that will improve their understanding of the institution's commitments. Some institutions have identified women or underrepresented minority faculty who are willing to meet with job applicants outside the hiring department, so

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they can provide them with information about the institutional and community climate and culture for their group.

Collecting, maintaining and reviewing accurate data about the pool of candidates and applicants; those on the long, medium and short lists; and the outcomes (offers made, rejected and accepted) is vital. Collecting and -- especially -- reviewing data can itself affect both search processes and their success.

One practice that several schools and colleges at the University of Michigan have adopted is to provide every department with annual data about the rate of Ph.D. attainment by women and minorities in the relevant field five years earlier at Ph.D.-granting institutions, at institutions Michigan faculty consider peers and at Michigan itself. In addition, data are provided about the current population of faculty and doctoral students in that specific department. It's also often gathered on the characteristics of the applicant pool, the interview list and the final short list of candidates.

Routine inspection of the figures provided at the outset of the search allows departments to examine and address when Ph.D. production at the institution in that field doesn't measure up to peer or national Ph.D. production. In the course of the search, these data can be monitored, and deans or provosts can hold search committees accountable for at least attracting an applicant pool that reflects the diversity of the doctoral-degree pool. In addition, mistaken assumptions about the potential availability of applicants can be corrected, and realistic aspirations can be developed.

When such data were first shared with departments at Michigan, many were surprised that they had graduated fewer women and minority Ph.D.s than they thought and that the pool of available applicants was larger than they had believed. Over time, at least some departments have used the data to challenge themselves to achieve the outstanding and diverse applicant pool they need if they are to hire the kind of faculty they want.

To sum up, we recommend that

Recruiting Diverse and Excellent New Faculty (cont.)

provosts, deans and department chairs:

- Encourage the adoption of open searches and remind faculty that they can be used to enhance both the diversity and the excellence of applicant pools and subsequent faculty hires.
- Publicly praise and consider rewarding departments or other units that succeed in increasing the diversity and excellence in their faculty. Describe the ways they accomplished this achievement to encourage others.
- Provide new resources for hiring that may be needed to increase diversity (more funding for travel for applicants or costs of providing educational resources to committees, for instance).
- Establish procedures that hold search committees and departments accountable for their procedures and their outcomes.
- Ensure that institutional policies that support faculty in various family situations are clear and accessible in institutional self-descriptions on paper and the web.
- Establish search committees that are diverse in terms of demographic characteristics and expertise but homogeneous in commitment to proactive, fair and equitable processes.
- Provide search committees and/or equity advisers with appropriate educational or training resources to perform their job competently. Consider appointing search committees over multiple years to maximize the development of expertise at searching.
- Ask search committees to document the procedures they use to maximize the diversity of the applicant pool, the fairness of their procedures, and their outcomes.
- Provide institutional data on Ph.D. pools and department-level outcomes that search committees and departments can use. ■

Bio

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The Certain Benefits of Cluster Hiring

The practice can promote diversity and inclusion if institutions have a willingness to take a creative approach to faculty recruitment and retention, argues Elizabeth S. Chilton.

By **Elizabeth S. Chilton** // **February 6, 2020**

The use of cluster hires as a part of a strategy to diversify the faculty at colleges and universities has been highlighted in the news media in recent months. I was disappointed, however, by the comments in *Inside Higher Ed* of Matt Reed, who argued, "In the absence of tremendous influxes of money, cluster hiring means grouping the set of hires you would have done in a given year into a smaller number of departments."

From my experience initiating cluster hires at two public universities, neither with "tremendous influxes of money," such hires are a key component of what should be a comprehensive approach to both diversity and inclusion. There are many ways to initiate and carry out cluster hiring initiatives as part of an institution's diversity and inclusion goals.

Here I outline how this played out at two different institutions and at two different scales -- in a departmental and a collegewide context. Even though these case studies come from large campuses, they were both in resource-constrained environments in public universities, and the hires were funded only through retirements and resignations. The size of the institution matters less than a long-term commitment to diversity and inclusion by the academic leadership and the willingness to take a creative campuswide approach to faculty recruitment and retention.

Sharing Subfields' Strengths

My first experience was at the University of Massachusetts

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Amherst as the chair of the department of anthropology. Back in 2005, those of us in the department's faculty broadly recognized that: (1) we had a decided lack of diversity in the department, even though some its academic strengths were critical theory and social justice, and (2) no matter who served on the search committee and how we advertised, we were not attracting a very diverse applicant pool. Part of that was due to the colonial legacy of the discipline. But it was also a result of the fact that, given that anthropology traditionally has four subfields, we had been letting each subfield caucus take the lead when

it was "their turn" to have a hire.

Thus, the discussion tended to focus on shoring up the department's historical subfield strengths, as opposed to meeting departmentwide priorities. We had lost a number of faculty through retirement and budget cuts, and we knew that even though we were unlikely to be able to replace them all. We needed a focused strategy to increase diversity.

After a number of departmentwide conversations and a pivotal daylong retreat, we decided to propose a cluster hire to the dean, one that focused on racism and social inequality in the Americas.

We also indicated that we sought candidates who were "integrated into the communities they study" as a means to build on the strong community engagement tradition of the department. We proposed that the next four hires -- whether it took four years or 40 -- would be in the cluster, one for each of the subfields.

The dean took to this so favorably that we, in fact, were able to hire five faculty over four years. Her budget, I am sure, did not grow substantially in those years. But by demonstrating such a strong focus -- both intellectually and in terms of diversity goals -- we were more effective in arguing for the resources we needed to make this work.

The cluster hire was one prong of a multiyear strategy for intentional cultural change in the department and part of a comprehensive effort to support inclusion. It was accompanied by changes in our curriculum, in our graduate student recruitment and in our approach to mentoring. In the case of the latter, I worked with all of our pretenure faculty members to build a network-based mentoring model that was connected to our campus's mutual mentoring program. Mutual mentoring is a network-based model of support that encourages the development of a wide variety of mentoring relationships to address specific areas of knowledge and expertise. An alternative to the traditional top-down, hierarchical approach to mentoring in the academy, it has been shown to be often more inclusive of women and minorities.

The program was successful in that it helped recruit and better retain an extraordinary faculty. That, in turn, allowed us to recruit a more diverse graduate student cohort as well. The scholarship that has

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come out of the department over the past 15 years on issues of race and social justice is simply stellar.

Encouraging Diversity and Inclusion in a Rural Setting

My second experience in supporting a cluster hire to promote diversity and inclusion is in my current role as dean of Harpur College of Arts & Sciences at Binghamton University, one of the university centers in the State University of New York system. The college has more than 40 departments and programs across the natural sciences, humanities, social sciences and the arts. We have the same budgetary fluctuations and constraints that all public universities have, especially those that are part of large state systems. There have been years when we have not been able to replace faculty members at the rate that they retire or resign from the college.

Traditionally, the dean solicits hiring proposals from each department and program annually and then makes decisions about allocating hires with the approval of the provost and in the context of the college budget. Like most universities, especially in a relatively rural setting, our College of Arts & Sciences struggles with recruiting and retaining a diverse faculty. But even in the context of the college's curricular pressures, research priorities and budgetary parameters, my leadership team has worked with our chairs and directors to support the diversity and inclusion goals of the institution in a number of concrete ways -- none of which required significant financial investment.

■ First, we reframed one of the associate dean roles to focus on faculty development and inclusion throughout the tenure and promotion process. While the college had conducted a diversity self-study and made some attempts to support diversity and inclusion, coordination of those efforts requires leadership from the top. Such college-level leadership also signals the importance of inclusion to the college and campus.

■ Second, we created a collegewide mutual mentoring program, now in its second year. We found that most departments

The Certain Benefits of Cluster Hiring (cont.)

did not have an explicit approach to mentoring, and faculty members tended to experience the ad hoc, traditionally top-down mentoring that may not be as conducive to inclusion. While the mutual mentoring program did take some small seed funds to get started, the workshops and other public events have allowed us to develop more mindful approaches to mentoring and inclusion across the college.

- Then, this past fall, the college initiated a cluster hire in critical studies in race and inequality. This cluster search will include two tenure-track hires this year and at least one more next year. Those hires will be connected to the SUNY PRODiG initiative, and we will work closely with our diversity, equity and inclusion office on all aspects of the searches. They represent three of the 17 tenure-track searches in the college this academic year, and the funding for them is based pri-

marily on retirements and resignations over the past two years. Decisions about which departments received these positions were informed by departmental and college-level strategic priorities, as well as enrollment demands and curricular planning.

In the end, we received more than a dozen proposals for positions as part of this cluster hire, some as joint appointments across multiple departments. By asking departments to think through how their hiring needs intersect with such a cluster, it has allowed them to consider the relative diversity of their disciplines and subfields, how they might partner with other departments and programs on an interdisciplinary hire, and how well they have articulated and made good on their departmental diversity and inclusion goals. Colleagues from several departments have indicated that the announcement of the cluster inspired them to think differently about the hiring process and to re-

consider their long-standing priorities. Thus, this initiative has already had an impact on the college, even for the departments that will not be able to search this year.

I recognize that this type of cluster hire, one with a cross-disciplinary research and teaching focus, would not be appropriate or effective for all disciplines across the arts and sciences. But initiating such a program demonstrates an institutional commitment to the issues of equity that we seek to promote. It also makes us all more mindful of other ways we can continue to build on our diversity and recruitment efforts.

The bottom line is that we cannot wait for an influx of resources in higher education in order to recruit, retain and support a diverse cohort of faculty, staff and students. Cluster hires are one way to do this. Each college and university should stay focused on its core values and priorities -- in times of scarcity and in times of plenty. ∎

Bio
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Do Colleges Need a Chief Diversity Officer?

When strategically and purposely positioned, funded and supported, such senior administrators can play a vital role in higher education institutions today, writes Eugene T. Parker III.

By Eugene T. Parker III // August 20, 2020

Do higher education institutions need a chief diversity officer? The short answer is yes, but it requires a more complete explanation.

During the last five years, appointments of chief diversity officers at colleges and universities have grown significantly. A review of job announcements reveals many listings from institutions that are seeking their first chief diversity officer. The chief, or senior, diversity officer is increasingly becoming a highly sought-after and indispensable administrative leader.

Often the chief diversity officer is inaugurated in response to an institutional crisis associated with racial incidents on campus; perceptions by students, faculty and staff of unwelcoming college environments; or increased and visible social activism and mobilization by institutional members. To some people, the appointment of a chief diversity officer is mostly a symbolic undertaking, while to others, the appointment of the CDO demonstrates intentional action toward organizational and transformational change at the institution. There is little consistency across higher education regarding how the office and role is structured, perceived and fulfilled.

During the 1970s and '80s, colleges and universities experienced increased enrollments of racial minority students -- mainly African American. At many institutions, the idea of diversity was limited compositional diversity, whereby leadership largely sought to increase the relative numbers of people of
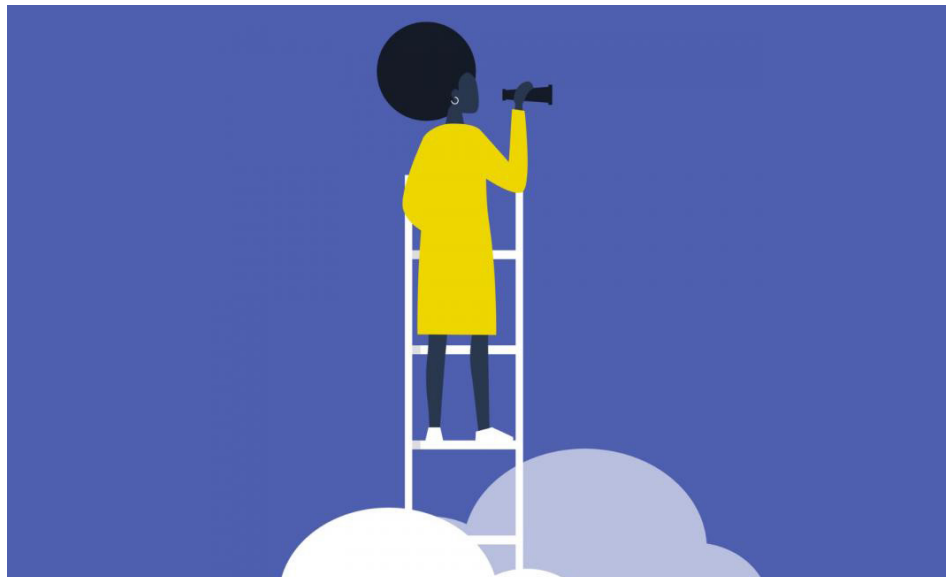
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color on campus. Based on those enrollment trends and coupled with civil rights activism and other social movements, colleges and universities established offices to support racial minority students, such as offices of minority affairs, multicultural affairs and cultural centers. The directors and leaders of those offices were entry- or mid-level diversity administrators and an antecedent to present-day chief diversity officers.

But while the representation of racial minority students grew, it became clear that many students were unhappy. Students were being recruited by and admitted to colleges but found their environments to be unwelcoming, chilly and unsafe. As students felt less welcome, retention rates declined. Increased usage of social media and technology led to greater pub-

licity around racist and bigoted campus crises.

As a result, institutions began to appoint more diversity professionals. And as those professionals' responsibilities increased, so did the reach of their portfolios and jurisdiction. During the last few decades, institutions began to elevate diversity professionals to senior-level positions to align with those changing and emerging responsibilities.

Some higher education observers have progressively questioned and even criticized the term "chief" in chief diversity officer, insisting that it should be the responsibility of every institutional leader to establish and maintain a campus culture that values diversity, equity and inclusion, not solely the purview of the CDO. They have also highlighted the cultural insensitivi-

ty that is associated with the term. Thus, many diversity professionals have advocated the use of "senior diversity officer" as a more appropriate term. Nonetheless, "chief diversity officer" continues to be the predominant and wide-ranging designation.

While a commitment to diversity should, in fact, be everyone's responsibility, scholars assert that institutions of higher education must appoint a single senior-level administrator who is charged with enacting institutional change toward a more diverse and welcoming campus. The specific role of that person is to motivate and galvanize the institutional community toward shared diversity-centered goals and missions. A senior leader who is tasked with helping the institution achieve those goals and adhere to the mission is essential.

The discourse about the importance, roles and responsibilities of a chief diversity officer on campuses is not without criticism. Scholars have focused on perceptions by many people that the appointment of a CDO is primarily a reactionary and symbolic nod to addressing diversity issues. However, this perspective ignores the full extent and complex roles that these administrative leaders can fulfill when the institution is sincere in improving the diversity climate.

Conversely, scholars have focused on the potential for these diversity leaders to develop sustainable diversity-centered initiatives, construct culturally engaging programs and build effectual relationships that encourage institutional change. Diversity offices have historically been unsystematically structured without sufficient attention to and assessment of the particular cultural and social contexts of the specific college cam-

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> **"**

pus. However, many people would agree that when strategically and purposely structured, funded and supported, diversity offices play a vital role in present-day higher education institutions.

For the chief diversity officer to enact real change, there must be an appropriate organizational placement of that officer, coupled with adequate authority and vertical and horizontal power. It is well documented that the chief diversity officer must be at the senior level with an associated executive job title. That is, the CDO must be in the C-suite. The chief diversity officer ought to sit at the president's table. While CDOs who are organizationally positioned under the provost or chief academic officer are common, the CDO must have access to the president. The high-ranking job title, at the very least, indicates to internal and external stakeholders the authority and control that is necessary for CDOs to be efficacious leaders.

Given all this, and inspired by the work of Damon Williams, I would make the following arguments for the value -- indeed, the necessity --

for a chief diversity officer at most colleges and universities. Such an individual will be:

A knowledge expert. As with mission statements or strategic plans, colleges and universities often rely on statements and documents to communicate their commitment to diversity to the external community. The diversity leader is, in some ways, the embodiment of diversity. But that person should not be simply a symbolic representation of an institution's sudden or renewed commitment to diversity. They must possess the knowledge and expertise (legal, regulatory, compliance, Title IX, etc.), as well as skill set (cognitive, interpersonal, communication, leadership, etc.), to appropriately advance the institution's shared diversity goals. Further, the CDO can help to create a shared understanding of the many terms associated with diversity -- terms that are often misused and misunderstood, such as "equity," "inclusion," "multiculturalism," "inclusive excellence," "minority," "minoritized" and the like.

More than a crisis manager. Recent appointments of chief diver-

Do Colleges Need a Chief Diversity Officer? (cont.)

sity officers are often the result of campus crises centering on racism, sexism, ableism, heterosexism and all other -isms that adversely affect diverse members of the institutional community. Many campus leaders often consider the CDO to be the go-to person for all matters associated with diversity -- the diversity savior -- including all diversity-centered events, programs and crises.

But the notion of the chief diversity officer as mainly a crisis manager must be debunked. This deficit perspective minimizes the numerous beneficial programs that are often under the purview of the chief diversity officer. They include programs for diverse and underserved students; those that promote college success, such as college transition and early intervention; cultural programs and trainings; and funding for diversity-related student groups, units and departments.

A relational leader. Relational leadership is essential to the role and value of the chief diversity offi-cer. CDOs must build and maintain effective relationships with internal and external stakeholders, including but not limited to students, faculty, staff, governing boards, alumni, community members and local, state and federal leaders. A college or university may have an historical legacy of marginalization and exclusion, leading to mistrust among diverse students, faculty, staff and alumni. While CDOs cannot, in a short time frame, erase hundreds of years of institutional exclusion and systemic racism, they can surely help to build and mend trust in institutional members.

A collaborator. The chief diversity officer collaborates with intra-institutional members, units and departments to further diversity goals. CDOs direct programs that bring varying institutional members together. For instance, CDOs may collaborate with the alumni association to effectively engage with diverse alumni or consult and take part in important conversations about faculty searches. The collaborative aspect of the role enables the CDO to build valuable cross-campus relationships, facilitate difficult dialogues and promote essential interactions among people.

A leader of diversity champions. More than an advocate, the chief diversity officer is the primary champion for substantive and authentic institutional change. They ensure that the college or university is affirming for all institutional members and can help to center the diversity narrative. As mentioned, CDOs should not be the sole diversity champions on college campuses, but they are the leaders of diversity champions.

As the nation as a whole and college campuses continue to face social, cultural and political environmental forces regarding race, diversity is a critical matter for higher education. The chief diversity office (and officer) is quite simply an essential institution at colleges and universities that sincerely strive to maintain culturally welcoming college campuses through promoting and valuing diversity. ∎

Bio
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Mental Health Inclusion Must Start in Higher Ed

Stephanie Robertson challenges higher education to lead the way in ensuring mental health is an integral part of diversity, equity and inclusion efforts.

By Stephanie Robertson // August 13, 2020

Just a few weeks after starting as director of community engagement and inclusion at Duke University's Fuqua School of Business, I was participating in a workshop on identity. I sat at a small round table with students. We assembled Post-it notes in front of us, each one representing an aspect of our identity that we believe shapes us and our interactions with society. My list read:

1) Black
2) Woman
3) Married
4) Educated
5) Mom (to a fur baby)
6) Bipolar II

Though it was an easy list for me to draft, I contemplated whether to actually include the sixth item. After all, I was still new in my role. I wasn't sure if I was ready to share this part of me.

I was diagnosed with Bipolar II Disorder around eight years ago, but have suffered from a mental health condition since I was 27 and was misdiagnosed with severe depression while in law school.

Mental health conditions affect people differently. For me, it is a chronic illness that includes bouts of depression and less frequent times of hypomania, which, at a minimum, means I sleep less, have lots of energy, and obsess over particular work projects and hobbies. This illness has shaped a good portion of my adult life. I am deeply affected by it, and many times, I am unwell because of it. I might be further along in my career if it weren't for several major relapses due to an

SOURCE: ISTOCK/MARIA SIUBAR

unmanaged illness. Relationships have suffered, my finances have suffered, and I have suffered.

As I considered sharing my list, the fear of judgment that I have harbored throughout my life echoed in my head. I felt other people would see me as less than. I would become less capable, less intelligent, less driven, and, ultimately, unfit to work at a top business school with some of the most talented and brilliant students in the world.

But I also have seen the world through a lens that most people haven't. During my highs, I've become an expert on things I may not otherwise have tried. The lows have been horrible, and I would never wish them on anyone. Yet once on the other side, those experiences have given me a level of compassion I'm not sure I would have without Bipolar II. This journey is valuable in the profession I've chosen -- to help other people on their own paths in life.

I looked at the expectant faces of the students around me and thought about my purpose in this role. After having spoken with a number of people at the school, I already realized fostering a community where people could be their authentic selves was paramount. If that truly was one of my goals, I knew I would

first have to be my own authentic self. I shared my full list.

Being open with that small group led to the confidence to share my story more broadly. A few weeks later, I was introducing myself to a crowd of roughly 400 first-year MBA students during their orientation. I stumbled over some horrible jokes and then said, "and I have a mental illness." I saw all eyes on me. The students were waiting intently to hear what I was going to say next.

I began talking again: "I'm tasked in making this place more welcoming for you all, to create a school where you truly feel you belong. We believe authenticity is the key to this, and we've asked you, even before you step on campus, to bring your authentic selves to Fuqua. However, we can't truly ask you to do that if we don't do that ourselves first."

I spoke about our mission and goals, as well as initiatives that were in the works. I made a few other bad jokes, thanked everyone for their attention, and then I left. I went home that evening, told my husband how I revealed my mental illness at my new job, and he said, "Wow, well, that's one way to do it."

Environments of Unconditional Support

Disclosing my struggles was far from easy. Most people with a mental illness live in fear of others finding out, even though studies say that at least one in four adults has a diagnosable condition. However, a large part of my role is to create a culture that is inclusive and welcoming to all, and I know that I need to share my truth to create a space where others feel they can do the same.

For me, the last 15 months being open about my condition have been challenging, yet also enlightening and liberating. If I'm having a bad day, instead of telling people I have

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a headache, I simply say, "I'm in a dip right now." Instead of saying I have to go to the dentist, I now say, "I have a therapy appointment." And instead of saying. "I went to bed late, and that's why I'm groggy," I can say "I had to change my medication." This has allowed me to spend more time on my actual work and less time trying to cover up a key part of my life.

As a result, I've found many allies who genuinely want the best for me. For example, a colleague, who, upon hearing that I have Bipolar II, asked what it was he needed to do for me if ever I was "not OK." It was a simple yet poignant moment because he was sincere in both the fact that he knew very little about my mental illness and that he wanted to learn more so he could become a better colleague and friend. I told him, "Just continue to ask how you can help, especially during those moments." And he did and continues to do so.

Last fall, we at Fuqua created a campaign for World Mental Health Day in which students signed a pledge to reduce stigma and agreed to share experiences and informa-

tion to spread awareness and acceptance. Additionally, we've hosted large and small group dialogues throughout the year for our students to discuss mental health conditions.

In this new world, the Fuqua community has continued to support one another. Within a week after the school was closed due to the COVID-19 pandemic, we hosted a virtual mental health panel with breakout sessions composed of students, faculty and staff to provide a safe space for us all to discuss how we were being affected. We've continued to use virtual meeting rooms to have discussions about topics related to mental health, including how COVID-19 has impacted the mental health of marginalized communities. We've actually seen an increase in participants as we express our worries and fears as well as our gratitude for each other.

I know I am lucky to work in a place that is committed to authenticity. In many ways, it was the best possible setting to share openly and, looking back, it's not surprising that my willingness to be vulnerable was met with respect and compassion. Students, faculty and staff deserve

Mental Health Inclusion Must Start in Higher Ed (cont.)

such unconditional support from their institution as well, especially during this time of uncertainty and isolation we are all experiencing.

We, along with other colleges and universities, can provide an inclusive environment for our communities by doing the following:

■ Encourage senior leaders who have experienced mental health conditions, or have been close to someone who has, to share their experiences. Seeing someone in such a role be open has the ability to further destigmatize mental health conditions.

■ Create a variety of opportunities -- one-on-one and group conversations, literary channels, ways to showcase artwork and so on -- where people can share their stories through mediums in which they are most comfortable.

■ Provide required training around mental wellness and mental health conditions for students, faculty members, and staff to increase understanding, including tools to support community members in need, and create more empathy for those who

may not have experienced or known others who have mental health conditions.

These are only a few suggestions -- so much more can and should be done. Therefore, I would challenge us in higher education to lead the way in making sure mental health is an integral part of our diversity, equity and inclusion efforts. Because openness, dialogue and knowledge are core values that define our institutions, we are distinctly positioned to encourage conversation that can not only change lives but also save them.   ■

Bio
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Read Original Article ▶▶ https://www.insidehighered.com/views/2020/08/13/higher-ed-should-lead-way-ensuring-mental-health-integral-part-diversity-equity-and

Career Exploration Through the Lens of Equity

We need equity-minded scholars now more than ever, writes Deborah S. Willis, and she shares some practical strategies for how to become one.

By Deborah S. Willis // June 22, 2020

Over the past few months, I've seen an influx of concerned scholars who are worried about an abysmal job market and diminishing employment prospects. Those concerns and fears are not unfounded, as over 42 million Americans have filed for unemployment benefits and the National Bureau of Economic Research has officially declared a recession, which it did in record time. Universities and other organizations are in the midst of budget freezes, layoffs and furloughs, and some businesses will not survive.

It is an unprecedented negative forecast. We hope that the economy will bounce back, so we tell our students to remain optimistic, take this time to develop professionally, be proactive, use your networks, update your LinkedIn, do informational interviews and so forth.

This is sound advice, and these are important steps for people on the job market to take. But these recommendations were not satisfying to many of the scholars who reached out to me, and it even felt hollow for me to say. Especially since, somewhere in the conversation, with a prompt as simple as, "How are you?" scholars also shared feelings of despair, anger and helplessness concerning the current world events. How do you give career exploration, job search and professional development direction in the midst of a pandemic of unprecedented proportions and a highly publicized uprising against racism, with protests in cities around the world? In response

SOURCE: ISTOCK.COM/ERHUI1979

to this question, I reframed my advice and suggestions from the lens of equity.

Strategies for Increasing Equity

In a previous "Carpe Careers" article, I wrote about the rapidly growing movement among employers to require job applicants to demonstrate both commitment and contributions to diversity, equity and inclusion (DEI), and I provided recommendations to scholars on how to do so. I later wrote about the rising number of students who are deeply passionate about equity and justice issues, have a track record of DEI engagement, are vocal and empowered, and are active participants in social justice movements. Those two trends persist

and have since morphed into powerful movements.

The COVID-19 pandemic has unmasked widespread systemic racial inequities. Marginalized populations are experiencing the negative impacts of the virus at grossly disproportionate rates. Add to that the recent highly publicized deaths of African Americans at the hands of police that have sparked worldwide outrage. Students, faculty, staff and employees in all industries are now actively organizing around issues of racial equity and demanding that universities and other organizations respond. University presidents, CEOs of corporations and other leaders of all kinds will be looking for people to

help them address these issues. As future leaders within and beyond the professoriate, scholars must be prepared to promote equity and inclusion both in their current institutions and in their future workplaces. We need equity-minded scholars more than ever. Below are some strategies to focus on EQUITY.

E: Educate yourself. Determine the equity issues that you're most passionate about and go beneath the surface to really understand them. Given the worldwide protests addressing systemic racial inequities, you should have a solid foundation of education on such issues.

Begin by looking inward. Since several of the most popular books are in such demand that they are difficult to obtain, I suggest downloading them on Audible, as they are immediately accessible and the first book is free. Two highly recommended books on antiracism and racial equity that are available on Audible are *How to Be an Antiracist* by Ibram X. Kendi and *White Fragility* by Robin DiAngelo. Also, Kendi's book *Stamped From the Beginning: The Definitive History of Racist Ideas in America* is also free for listeners on Spotify.

As demand for information on this topic has increased dramatically, and more people are asking for suggestions on what they can do, many webinars and resource lists are now available online that speak to racial equity. The University of Michigan's Rackham Graduate School recently hosted a webinar with a call to action for student, faculty and staff leaders in higher education, with a corresponding resource list. Coursera provides a curated list of courses on race, inequality and social justice. Many podcasts also address the topic, including those specific

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to higher education, like *The Key*. Educational resources abound.

Q: Question how you have been contributing to an inequitable environment. Examine your unconscious biases and how they might be affecting your actions or lack thereof. One book that deals with this issue is *The Person You Mean to Be* by Dolly Chugh. Consider taking the Implicit Association Test to further explore your potential biases. Be aware of the critiques of the test but also open to how your results might influence your behavior.

Take a moment to watch this quick video: P&G: The Look. What did that bring up for you? How do you see yourself in the situations it portrays? Question your silence on issues and consider how it is complicit and may even equate to violence in some instances.

Question the institutions, organizations and industries where you are considering employment. How are they responding? Read the statements from their leaders about the racial injustice that has sparked worldwide protest. Some universities, such as University of Michigan and Washington University in St. Louis, have compiled these statements on one easily accessible page. Do the statements have specific action steps, or are they simply hollow words?

The American Studies Association Statement on Black Lives Matter and the Rebellion of 2020 provides 10 examples of concrete steps that leaders in higher education can take. This article gives expert advice for corporate America. Read the statements and advice, thinking of how you might assist the universities and other organizations if you were employed there. What suggestions would you have? What needs might you address, given your skills and expertise? What can you do to develop the skills and gain experience to tackle these issues?

U: Use your privilege. In what ways have you actively used your privileges, both unearned and earned, to foster a more inclusive and equitable environment? Author Joy DeGruy demonstrates this effectively by telling a short story, "A Trip to the Grocery Store." It is a simple demonstration of how someone with privilege can change

a situation simply by asking a single question.

What consistent actions do you participate in that promote equity for marginalized groups? How do you show up as an ally? All of us can be allies and advocate for a marginalized group that we are not a member of. Be careful that it is really allyhood and not performative allyship. Keep the marginalized group at the forefront. Strive to go beyond T-shirts and posts on social media. Yes, social media does play an important role in movements, but you should not stop there. Please do not expect applause or a pat on the back for promoting a hashtag and "reppin' the cause." Remember: #ItsNotAboutYou.

I: Interact with people outside your network. Take a moment to look through the contacts, text and call history on your phone. Who have you communicated with recently? How about your social media outlets -- whom are you following? Whom are you connected with on LinkedIn? What LinkedIn groups are you a member of? Who is missing from those groups?

Be intentional about connecting with people who are different from you. Getting to know just one person can begin to change your perspective and assumptions and minimize your biases. Before you reach out to make these connections, think clearly about how to do so without being intrusive or creating harm. Stop to think about the mistakes you could unintentionally make. Resist the urge to ask too many questions of them or to comment on, correct or debate their social media posts. Perhaps you can initially just listen and learn without interjecting.

This call for authentic black engagement has some good questions to ponder. Also, consider

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membership in organizations that support equity and justice. Bryan Stevenson's Equal Justice Initiative, the NAACP and the ACLU are just a few of many. Consider donating to these organizations and become actively involved in their causes.

T: Teach others. Once you have taken the time to educate yourself and have become active in moving equity work forward in a way that resonates most with you, commit to educating others. You have a powerful voice and are distinctly equipped to speak to the world in a way that only you can. Take the knowledge you have learned and hone the skills of presenting it virtually.

Such skills are especially important, as many things have moved online in the wake of COVID-19. Become very familiar with online meeting platforms like Zoom and WebEx. Consider offering a free webinar on a topic you are passionate about to demonstrate that you can navigate both synchronous and asynchronous learning. Consider doing short videos on a social justice or equity topic and upload them on LinkedIn.

Employers will be looking for people who are comfortable and skillful with video and virtual meetings, and they often search the LinkedIn profiles of the people applying for positions at their organizations.

This will also help prepare you for online interviews. Instead of a writing sample, I recently asked applicants to submit a five-minute video on a topic and provide suggestions to our learning management platform. Anticipate more nontraditional methods of interviewing, and be prepared for them. This will help with your professional development and be essential when you are interviewing.

Y: Yield to marginalized voices. Take this moment to give voice to those who have not been heard. Commit to work in the background to support people of color. Nominate them for awards, donate money or time to their causes, quote their works when you are publishing, promote their ideas, let their bosses know that they are making an impact.

Another important Y is, say yes to a *sustained commitment*. When the dust has settled and the pro-

tests have stopped, will you continue to promote equity? Once the economy rebounds and you are no longer inconvenienced by COVID-19, will you still be an advocate for the equity movement? Research shows that if you write your commitment, set reminders, take the opportunity to reflect and put accountability measures in place, you are more likely to maintain a sustained commitment. At Rackham, my team and I have committed to provide a tool to increase the success of those who are interested. We invite you to opt in. You will receive a monthly email for the next 12 months reminding you that you made a commitment and giving you the opportunity to reflect on it. We also commit to continuing the conversation on racial equity with a one-hour webinar each month for a year.

Striving for equity during this time can be both personally and professionally rewarding. These are challenging times for all of us,

> Striving for equity during this time can be both personally and professionally rewarding. These are challenging times for all of us, particularly those currently seeking employment.

particularly those currently seeking employment. Approaching career exploration and the job search with an equity lens can be deeply gratifying, greatly contribute to your professional development, benefit the organizations you serve and make a positive impact in the world. Leaders are in search of people to help inform their decisions and actions to push equity forward. If you have done the inner work, maintained a sustained commitment and can demonstrate your contributions to equity through sustained actions, many institutions and organizations would benefit from having you on their team. ■

Bio

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Read Original Article ▸▸   https://www.insidehighered.com/advice/2020/06/22/some-practical-strategies-becoming-more-equity-minded-scholar-opinion

You must control what you can control in a job interview, writes Bertin M. Louis Jr., and he offers three recommendations for how to do that successfully.

By Bertin M. Louis Jr. // April 10, 2020

Numerous factors can influence the selection of a candidate for an academic position, and they are often out of the control of the applicant. Those uncontrollable factors can include, but are not limited to, a departmental or search committee's preference for an internal candidate, the appeal of the theoretical orientation and/or regional specialization of a candidate to a search committee, and a preference for where a candidate received their degree. But while such unknown determinants may work in your favor or against you, always remember that the interview is still an opportunity for you to get a job.

Plus, you never know what could happen in a job search that will influence whether you're offered the position or not. I have participated in searches where the search committee identified preferred candidates yet ended up selecting someone else due to candidates pulling out of the process for various reasons. In those cases, the search committee revisited the list of applicants and invited folks to campus who weren't among the first choices. Those people turned out to be great candidates.

Most important, even though some factors will be out of your control, you must control what you can control in a job interview. Here are three recommendations for what to do during a virtual interview.

Dress the part. I cannot overemphasize the importance of dressing your best for a Skype or Zoom interview. It is important to make a good impression on whoever is interviewing you. The way you present yourself to the search committee is crucial because you want to project professionalism, as well as demonstrate that you want this position and are a potential colleague who is taking the interview seriously. Dressing appropriately will be even more vital in the event that the COVID-19 pandemic forces academe to move as much of the academic job search process online. Just because your interview will be online does not mean that you should that as a license to dress to informally or slovenly. Again, control what you can control.

Convey enthusiasm. You can express that in different ways, depending on your personality. Whether you are an extrovert, an introvert or some complex combination of those personalities and more, you can communicate with enthusiasm and link that enthusiasm to concrete evidence and suggestions about how you can contribute to, complement and expand the department you're applying to.

For example, one recent interviewee mentioned to my search committee their willingness to start a study abroad program that would attract students from different disciplinary backgrounds. The candidate then discussed their previous experience and networks in a foreign country that prepared them to implement a program of this nature,

Accepted*

linking that experience to our university's efforts to internationalize our College of Arts and Sciences. The candidate's knowledge of our institution, coupled with their enthusiasm and previous experience, all connected in their response to the search committee's question about what contributions they could make if they were selected to work with us. And that response, along with other factors from the interview, left a very strong impression on the search committee. The person was invited for an on-campus interview.

Anticipate questions and prepare accordingly. In the interviews that I've participated in as a search committee chair, committee member and job candidate, I've found that several common questions are usually asked. You should anticipate those questions.

For instance, you should be prepared to answer the question "Why do you want to work at this col-

Tips for a Successful Virtual Interview (cont.)

lege/university?" You should base your response on the research that you've done on the institution and the specific department or program you plan to join if you are selected. I was asked this question last year when I interviewed for a position in anthropology and African American and Africana Studies (AAAS) at the University of Kentucky. My response was tailored to specifics about the institution: I conveyed that I was impressed with the university's commitment to diversity and its efforts to grow the AAAS program. I also described how my past experiences at my previous position could help with those efforts and contribute to the expansion of diversity efforts, the AAAS program and the anthropology department.

Another question you should be prepared to answer is "What contributions does your research make to your field?" Your response should not only be grounded in your scholarship but also address how your work fits within or complements the department where you are applying. You should also be prepared to discuss how your work could interface with other departments and academic programs across the campus.

In addition, you should be ready to respond to the standard "What questions do you have for us?" question. If you haven't already raised these questions, or they've not been answered through the course of your interview, you can ask the following:

- What is the timeline for the search?
- How do other departments on the campus perceive your potential department?
- Does your department have a good relationship with the dean's office?
- Is your department a collegial one?
- How do search committee members like living in the city where the institution is based?

Once the interview is over, be sure to send the search commit-tee chair a follow-up email thanking them for the opportunity to interview for the position, reiterating your desire to be a part of their college or university and noting how (if true) the interview reinforced your initial desire to apply.

Some of these tidbits of advice may seem like common sense to certain readers, but many of you would be surprised and shocked at how many candidates fail to prepare for interviews and are unable to answer basic questions they should have anticipated. In any event, I hope these tips help. If you plan to be on the job market, be sure to bookmark this essay for future use this fall when the interview season is upon us.

In the meantime, continue to practice social distancing, wear a mask when out in public, wash your hands regularly and frequently, and take breaks from the constant news about COVID-19 so you can stay physically and mentally healthy while doing your part in flattening the curve. ∎

Bio

Bertin M. Louis Jr. is an associate professor of anthropology and African American and Africana studies and the inaugural director of undergraduate studies for AAAS at the University of Kentucky. His research and teaching interests include religion, race and racism. He also studies human rights and statelessness among Haitians in the Bahamas and antiracist social movements in the U.S. South. In addition to My Soul Is in Haiti: Protestantism in the Haitian Diaspora of the Bahamas *and* other academic publications, *he has written for* Inside Higher Ed, The Conversation, The North Star, *the* St. Louis Post-Dispatch *and the Social Science Research Council's "*The Immanent Frame*" blog. He also served as a guest on the third season of* Blackademics TV. *You can follow him on Twitter @MySoulIsInHaiti.*

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Finding Future Presidents

Peter Eckel explores the ways the pandemic might take its toll on the search for talent at the top and what search committees and boards should do in response.

By Peter Eckel // July 13, 2020

To say that these are trying times is an understatement. The pandemic will have profound impacts, as many prognosticators (some well informed, others less so) are suggesting, on enrollments, teaching and learning, student mental health, and research. But while higher education is completely and totally consumed with the present as it prepares for the fall -- addressing concerns over safety and equity and worrying about fiscal stability, among other issues -- it would be well served to also try to keep an eye on the future, particularly regarding its leadership.

In fact, future presidential leadership is one area that we haven't heard discussed much at all. Presidents are under enormous strain as they work to find individual solutions to a collective set of problems, as one president characterized the current situation in a recent leadership roundtable. The pandemic might be expected to take its toll on the search for talent at the top in the following ways.

A large wave of retirements. Organizations such as the American Council on Education have long been predicting significant presidential turnover. The average age of presidents continues to increase each day. The realities of time haven't been changed by the pandemic even if presidents think themselves graying faster these days. Four factors beyond age are likely to contribute to a larger-than-expected wave of sitting presidents stepping down soon:

- Presidents who were planning on retiring have stayed in their positions. Most who were planning to depart this past spring or early next year have agreed not to disrupt campus efforts by doing so. They've remained to see their institution through the immediate crises and not add to its challenges. Thus, they will finally follow through on their plans to step down in the near future.
- Presidents who were considering retiring in the next three years or so may well speed up their anticipated timetable. Too many are working too long and too hard. They feel as if they have put in 24 months of work over the last four calendar months and know that this pace will continue easily through the fall if not through the next calendar year. They will be tired and ready to leave.
- Institutions have held off or canceled searches. Many realize the challenges of trying to search and onboard a new president during the pandemic with remote access, limited travel and the all-consuming work that is taking precedent across campuses. They realize that potential candidates may not leave their current positions, as they don't want to abandon students, faculty members and colleagues.
- Presidents will fail. While not aligning strictly with all of the doomsayers predicting the demise of higher education, these are challenging times for leaders, and some simply will not

SOURCE: ISTOCK.COM/SORBETTO

succeed. They were hired under different conditions and with different charges. Not all leaders have the skills, disposition and energy to lead their institutions through very difficult circumstances if not downright crises. Boards and faculty members will seek their resignations as they lose confidence or demonstrate their shortcomings.

The turnover will have significant implications. We will very likely see an increase in the number of open positions and a decrease in the number of potential candidates. The pool of potential presidents probably will shrink as provosts, deans and others will tire of this heavy lift, not be ready to pick up roots to move and want to avoid causing disruption at their current

institutions. That has some important implications.

First, search committees and search consultants will need to work harder to develop deep and diverse pools. They will probably find themselves recruiting talent on a targeted basis rather than waiting for talent to find them. They may need to think differently about how to identify and source candidates and about the type of persuasions needed to simply get talented individuals into the candidate pool.

Second, we well may see higher presidential compensation. Demand that outstrips supply typically increases prices. Boards may find themselves needing to pay more for presidential talent. And they will be doing so at a point in time when many institutional coffers are already becoming much barer.

Governance patterns will be re-established. As more boards face the challenges of hiring presidents, they will soon come to understand the realities of the work needed to conduct a presidential search. To overgeneralize, boards typically fall into one of two categories when it comes to presidential search. The first group is the inexperienced. These are the boards that have had long-serving and successful presidents. The current members have not conducted a search, which was done by their predecessors, or they did a search a long time ago and probably in different circumstances. The second category of boards, and one facing different challenges in the search process, includes those that are terrible at presidential searches. They unfortunately conduct searches way too frequently with repeated subpar results. They do not have the capacity or knowledge to conduct an effective search, and

> **The pandemic and recent calls for social justice have elevated certain topics and decisions and minimized others in college boardrooms. Many boards are working in crisis mode or crisis mitigation mode.**

thus, they do them over and over.

The pandemic and recent calls for social justice have elevated certain topics and decisions and minimized others in college boardrooms. Many boards are working in crisis mode or crisis mitigation mode. In effective board rooms, the discussions are focused and constructive. Less well-performing boards -- the ones a colleague and I labeled mediocre -- may be asking the wrong questions and creating distractions for their institutions when they can least afford them.

A final set of boards are those absent from the important work. Patterns of working in the boardroom today are heightened by the current situations and may be difficult to challenge in the future and will likely carry over into presidential search. Easily distracted boards may stay focused on the wrong issues. Absent ones may remain disconnected from the real needs of the institution.

Another implication of the current situation for boards is that they may come to favor one type of leader and skill set and disregard those with different leadership traits and experiences. But

what happens when institutions are through the crisis? Can boards find a balanced approach that doesn't overly prioritize leadership for the urgent over leadership for the important? Boards will need to articulate presidential leadership needs for both the immediate and the longer term.

Relations are tenuous, if not strained or broken. Institutions may be at a crossroads, and discussions this summer and into the fall will be difficult and stressful. Institutional leaders will face many decisions that will be unpopular as they work to navigate uncertain and volatile waters. These decisions may well pit faculty members against administrators as well as each other. Faculty members and administrators, along with boards, may have to conduct near-term presidential searches in an environment of strained, distant relationships.

The age of working remotely will further complicate the situation. Decision makers will rarely be in the same room, and an online medium simply isn't the same as in-person communications when it comes to high-stakes decisions and negotiations. Nonverbal signals get lost.

Trust is less, due to transmission delay. There are no opportunities for the all-important hallway/water cooler/parking lot discussions to make sense of ambiguity and engage colleagues as we do when on the campus together.

Moving Forward

Boards and search committees can take five specific actions given the likely contexts in which they will be operating.

1. **Prepare to work for talent.** Good presidential searches require time and energy from many people on the campus, and both are in short supply now and into the foreseeable future. Know if your board and institution are: 1) either inexperienced at conducting presidential searches or 2) terrible at it. Develop a plan and a process from that simple starting point. Don't follow the lead of the University of Wisconsin system search.

2. **Don't shortchange input for speed.** Even with the potential for strained relationships, it will be exceedingly important to find ways for significant input from the faculty and other constituencies. As Robert Birnbaum taught us 30 years ago, presidential searches are about discovering organizational goals as well as identifying a person to lead. The pandemic means that traditional ways of engaging faculty, alumni and others will be limited. Search committees will need to work in new ways to ensure widespread input not only to secure the needed leader but also to provide one of the few opportunities for community engagement with the direction of the university. (The other time is strategic planning, and we know how well that works for many institutions.)

3. **Think differently about hiring criteria.** When I ran the Advancing to the Presidency workshop at

> **Don't shortchange input for speed. Even with the potential for strained relationships, it will be exceedingly important to find ways for significant input from the faculty and other constituencies.**

ACE for seven years, much of the discussion with presidential candidates and search consultants was on ensuring that their skills and experiences matched the search profile for each position. That may have been fine then, but the focus on the alignment of experiences might not be as helpful ahead as the world continues to change in ways that are unpredictable. Institutions may better be served by leaders who have potential and promise. In a *Harvard Business Review* article, Claudio Fernández-Aráoz writes about leadership promise indicators, such as a fierce commitment to excel in the pursuit of unselfish goals (motivation), curiosity, insight, engagement and determination. The ultimate aim is to recruit a person able to lead in the future, not one who has simply succeeded in a different past that may be less of a prologue than it once was. Rethinking talent identification may also open the doors to a more diverse and inclusive set of candidates if we get outside the old boxes that seem to generate fairly standard (read: not diverse) presidential pools.

4. **Restructure the search process.** One possibility for doing so:

rather than starting a process that first creates a large pool and walks all candidates through phases that narrows the group, boards and their search consultants should maybe think about recruitment waves. In that model, they would interview a select group of individuals recruited to the position, and if none are appropriate, create a second pool of candidates and so on. That could allow institutions to address the open/closed conundrum by working with a small group of individuals at a time and might allow for better faculty and stakeholder engagement. It might also allow both candidates and campuses to get to know one another better, which can be challenging in the best of circumstances. The downside is that this approach can limit diversity for nontraditional candidates if people are not well-known and the smaller pools not carefully constructed.

5. **Be wary of some candidates.** Finally, the challenges of the pandemic will showcase not only the leadership abilities of many people but their weaknesses, as well. While higher education has a wealth of talent, it also sometimes elevates people to posts where they cannot succeed. Doing more due diligence

will be important for the future given the high stakes, the likely greater financial investments required and the challenges of searching remotely.

The pandemic is causing higher education to rethink much of its work; the same should be done for presidential searches. Ensuring the effective hiring of presidents is a key strategic investment. A task well done can reap rewards long into the future. In contrast, one done poorly will create long-term challenges requiring energy and talent much better spent elsewhere. ∎

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Bio

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Incentivizing Faculty Diversity

The lack of faculty diversity lies in the clash between the dual desire of universities to both increase diversity and satisfy their need for highly specialized professors, argues Katherine Newman.

By Katherine Newman // January 20, 2020

A shortage of diversity among faculty members is a stain on our higher education system, but it's not for lack of trying on the part of college administrators or academic leaders. Instead we may have misdiagnosed the problem. According to the National Center for Education Statistics, 45 percent of college and university students in the United States come from underrepresented groups, while only 24 percent of faculty members do. Retention rates are affected; student satisfaction is impacted. And the promise of academe falls short.

To be fair, we are seeing improvement in the junior faculty ranks that may, in time, translate into greater diversity in the senior ranks. At the moment, however, we are failing both diverse faculty candidates and students, who, whatever their race or gender, benefit from exposure to professors from all backgrounds.

Typically, the diagnosis is that implicit (and sometimes explicit) bias is impeding progress in diversity hiring and hence the remedy becomes sensitizing people to their prejudices. Accordingly, extra attention is paid to recognizing and correcting for bias by scrutinizing short lists or monitoring questions put to candidates to avoid prejudicial inquiry. Whole new administrative positions are created to enforce these standards.

While bias may be the root of the problem at some institutions, it is far from a universal condition. Having worked for six different universities -- private and public -- over a 30-year span, I can attest that the vast majority of academic departments are eager to hire new colleagues from underrepresented groups.

They are not paying lip service to the goal; they mean it. Accordingly, they willingly embrace these remedies. But antidiscrimination practices don't move the needle, because the problem of bias is not, in general, what is driving hiring patterns. What's more, as the authoritative work of Frank Dobbin and Alexandra Kalev has shown, organizations that utilize antibias training have even worse records than those that do not.

Instead, the shortage of faculty diversity lies in the clash between the dual desire of universities to both increase diversity and satisfy their need for highly specialized professors to meet fairly defined specifications. At times, that is because the only way to secure a line is to demonstrate that a key lacuna must be remedied, especially if a retirement or departure has created the gap. An English department that loses its major Shakespeare specialist is going to want to request another. A history department whose 19th-century United States expert retires will ask for a replacement and argue -- quite rightly -- that it won't be able to cover an essential period that all history departments require.

Alternatively, a department that cannot maintain its reputation if it cannot move into a new, hot field

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will argue that it must be able to pursue candidates that can fill that need. Departments that only get to hire a new person when they can make a compelling argument for a specialist along these lines, a situation common in all but the wealthiest institutions, have stored-up desires about what they need.

And they aren't wrong. They do indeed need to fill these spaces or develop these new areas if they are going to keep up their research portfolios. The likelihood that faculty members from underrepresented groups are in plentiful supply in all these specialized areas is slim. But asking faculty to choose between the goal of diversity and the desire to fill these specific desiderata is pitting one value against another -- and specialization is winning.

At the University of Massachusetts Boston, a majority-minority public university, we have employed a strategy that acknowledges and addresses these dual goals. When departments are filling academic openings that require a highly specialized professor, we allow and encourage them to propose a second position that a scholar with related but not necessarily identical expertise can fill, as long as the second candidate is from an underrepresented group. For example, if a history department is looking specifically to fill an opening for a Civil War scholar, it could hire in that field and present another scholar whose focus is Reconstruction. If we are looking for a senior scholar in engineering, we will consider a second hire who is junior (or vice versa).

Under this approach, the tension between hiring a specialist with exactly the expertise originally envisioned and making a diverse hire melts into opportunity.

We have set aside a minimum of 20 percent of our faculty hiring budget for this "two-fer" system, and the resources behind it are permanent and fulsome rather than temporary (e.g., two or three years of salary). Departments keep the line for as long as that diverse scholar is employed. Should that person leave, the salary reverts to a "diversity bank" and can be reused to enable another department (or the same one) to bid for another position.

The early returns are promising. At UMass Boston last year, our 23 hires yielded eight African Americans, four Latinx scholars, three Asian Americans, two Native Americans and three women in STEM. Our experience stands in stark contrast to the track record of many other institutions that are equally devoted to diversity.

The system has galvanized our academic leadership to the point that departments are hiring from the ranks of underrepresented groups well beyond what our 20 percent fund covers. Energized by the opportunities, departments came up with a bumper crop of extraordinary faculty members who have now joined us regardless of the source of the line.

The success of this approach in changing the composition of our faculty will take time. But if we follow this policy every year, we will gradually see a faculty that looks a lot more like our majority-minority student body. Efforts to improve retention will need to follow for this hiring plan to result in true compositional change.

The key to our approach is a different theory about the source of barriers to hiring diverse faculty. Instead of assuming academic leaders are uninterested, uncommitted or biased, we recognize their legitimate interests in hiring specialized scholars, but we remove the constraints created by tight definitions. We allow them to pursue their original hire and are on the lookout for talent that will enhance their departments and improve the diversity mix.

To be sure, our approach requires commitment and discipline at a time when colleges and universities, especially public ones, face significant cost pressures. The 20 percent has to come from somewhere. But it is worth the investment for what it does to achieve the goals we are all committed to, but few are achieving. ∎

Bio

Katherine Newman is the interim chancellor of the University of Massachusetts Boston and the Torrey Little Professor of Sociology at UMass Amherst. She has held academic positions at John Hopkins University, Princeton University, Harvard University, Columbia University and the University of California, Berkeley. She is the author of 16 books on social inequality, poverty, economic mobility and school violence.

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> Even in top positions, women face challenges within institutional structures, systems and mind-sets that require transformative change, argue M. Cristina Alcalde and Mangala Subramaniam.

By M. Cristina Alcalde and Mangala Subramaniam // July 17, 2020

Women have made great gains in higher education and are now earning more degrees than men. In the 2016-17 academic year, 57 percent of bachelor's degrees were conferred to women, and according to the Pew Research Foundation, women now compose half of the college-educated workforce.

While acknowledging gains made in numbers of women, it is equally significant to address the challenges women continue to confront: women hold the least senior administrative positions and are the lowest paid among higher ed administrators. The picture is starker for women of color: in 2016, only 14 percent of higher ed administrators -- men and women -- were racial or ethnic minorities. Women, and this is especially the case for those of color, are also underrepresented in tenured and full professorships, which in turn limits opportunities to advance into formal leadership positions at colleges and universities. Yet we know, from research and our own academic experience, that qualified and ambitious women are definitely not in short supply.

Often described in the business sector as a glass ceiling -- the symbolic obstacle women hit at midmanagement -- barriers to women's advancement could, in the context of academe, also be thought of as a labyrinth. Women are not simply denied top leadership opportunities at the culmination of a long career, but rather such opportunities seem to disappear at various points along their trajectories. And even when women attain leadership positions, we face challenges embedded within institutional structures and systems -- and perhaps most important, mind-sets -- that require transformative change.

Compounding women's own difficulties as leaders in higher education is the reality that we are also serving as models for our students. Among our general student populations and especially our growing adult learner populations are increasing numbers of established women professionals who are returning for career advancement or self-development. These women often must balance the responsibilities of life with their education in ways that were perhaps not the case with students we may have seen in the past. If those of us educating such women are ourselves struggling with our own advancement, what example are we setting? Students -- whether traditional or nontraditional and across racial and ethnic backgrounds -- lack Black, Indigenous and people of color role models, especially women of color, in positions of power in higher education.

Our Context

It is rare that women leaders across different parts of the higher education sector get a chance to sit down and share their experiences with each other. That is probably not the result of the differences across our delivery of academic programs or a reluctance to talk
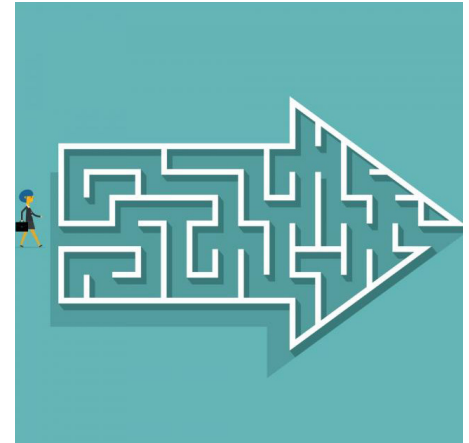
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to one another, but more that of a time famine, a term that came into being in 1999 to describe the universal feeling of having too much to do but not enough time to do it.

The two of us were fortunate, however, to be selected as members of the 2020 HERS (Higher Education Resource Services) Leadership Institute cohort, and, in the course of our time together with other women leaders, we discussed our experiences in academic leadership positions at some length. With the increasing diversity of higher education and the corollary needs and expectations that accompany it, such triangulation is not only rare but important. We found that despite serving in different leadership positions at different higher education institutions, with different disciplines and personal backgrounds, our experiences navigating leadership within academe have been remarkably sim-

ilar in certain ways.

What we share is a drive to describe a phenomenon we have identified and are currently examining: the persistence of systemic obstacles to women's (especially women of color) leadership advancement in higher education that results in a loss of talent to institutions. We have identified four interconnected imperatives why academe must remove these obstacles.

The ethical and antiracist imperative. Achieving gender parity in leadership is, first and perhaps most important, a matter of fairness. When women are excluded from top leadership positions, they are denied the agency to make a difference in their workplaces and societies. Leaders enjoy power, high status and privilege, and leadership in one area opens doors to other opportunities, which further amplify the perks of leadership.

Unfortunately, however, stereotypes and biases present subtle yet significant obstacles for women, and particularly for women of color. In addition, the structure of higher education and the culture of the workplace deter women from being productive and being heard. For example, women of color are often viewed, and used, as token representatives. Successful ideas and programs that they develop and direct may be appropriated by and credited to men and sometimes white women as well. Or ideas and programs that women initiate may be perceived as "soft" responses and dismissed.

The business imperative. As we strive to create workplaces that are productive, respectful, collegial and inclusive, we should remember that having diverse women in leadership positions can be beneficial to the bottom line. Data show that companies shifting from a corporate structure composed of no women to 30 percent women are associated with a 15 percent increase in profitability. Conversely, companies in the bottom quartile for both gender and ethnic/cultural diversity were 29 percent less likely to achieve above-average profitability.

The higher education imperative. Gender intersects with race in higher education: 86 percent of administrators are white, while only 7 percent are Black, 2 percent Asian and 3 percent Latinx. Less than a third of college or university presidents have been women, and the majority of them have been white women. Not surprisingly, among faculty members, white men make up the largest numbers of people in senior positions, and in recent years, white women have made significantly more gains than women of color.

As the 40 essays in the anthology *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* underscore, women of color persistently must deal with suspicion and questions about their competency based not on their accomplishments and potential but rather on their motives as well as how other people perceive their identities. Bernice Sandler several decades ago identified a chilly climate that virtually all women in academe experience, and for women of color, it is especially relevant today and becomes even colder at the top.

The few women in administrative leadership positions may not fit neatly into male styles and cliques, and they may become more isolated and yet increasingly visible for scrutiny. People often judge their actions and words from a white, privileged lens. Solo status -- being the only representative of a social category in an otherwise homogenous group -- exacerbates effects of such stereotyping and isolation, which can negatively impact how such women are evaluated.

The student imperative. Women may relate their own challenges to those other people now coming through the academic career pipeline are experiencing and may serve as mentors to faculty and students. They contribute to diversifying experiences, bringing to the center experiences of those who are marginalized and excluded -- both faculty and students.

With women of color leaders, students are exposed to perspectives beyond those of the dominant majority, particularly as the demographics of the student population are projected to change (toward a multiracial category) over the next few years. Additionally, it has a profound effect for women of color faculty as their abilities and knowledge are incorporated and integrated into the enterprise of higher education. As we have experienced, being a woman or women of color in a leadership position, if accompanied by support and a level of power, may convey a sense of possibilities for others.

A New Approach to Women's Leadership

Perhaps the most crucial element that has to change on our campuses to respond to these imperatives is a change in perspective or mind-set. We have each experienced significant support at different points in our trajectories, in our own careers and those of others we are familiar with. But we have also noticed ways those in upper administration and colleagues at all levels interpret women of color's leadership at a particular moment: as angry, emotional, hysterical, reac-

tive, assertive and ambitious -- usually in connection to particular proposals and ideas associated with gender and diversity more broadly.

Conversely, when women leaders receive support and encouragement, too often it is accompanied by praise that refers to women as passionate, nurturing, warm, enthusiastic, articulate and exotic. While well intentioned, this sort of support and encouragement can, in effect, undermine women leaders' intentional, goal-driven and research-based strategies and efforts and power. Given the intersecting identities and the various roles each person embodies, we cannot underestimate the damage of this approach to women of color's success and well-being.

Our own experiences of being stereotyped and tokenized and implicitly (and at times explicitly) having our leadership and ideas attributed to supposedly innate gendered and oftentimes racialized attributes are part of a larger trend. We don't have to look further than recent media coverage of the six women presidential candidates to see just how prevalent and normative undermining women's leadership has become. For the first time in the country's history, we had six women running for president, and they were commonly depicted as "the Meanie, the Lightweight, the Crazies, and the Angry, Dissembling Elitists," as columnist and author Rebecca Traister wrote.

It is time we do more to support and recognize women leaders as intentional, strategic, intelligent, deliberate, goal-driven, focused, accomplished, successful, ambitious and visionary. Let's rethink how we approach women's leadership. Rather than well-intentioned comments and perspectives that may in practice be dismissive, patronizing, sexist and racist, and provide little power and resources, we recommend starting with a few questions to approach women's leadership in all of its heterogeneity across our institutions.

Some of those questions include: How are women represented in senior leadership positions? How are Black, Latinx, Asian and Indigenous women included or excluded in these forms of leadership and decision making? How are queer identities included or excluded? How is the labor of women leaders, and women of color more specifically, being recognized and compensated? How can women of color leaders be considered capable of moving up the ranks and appointed to positions of formal power and authority? How is leadership being supported through the provision of resources to bring about sustainable change? What forms of mentorship are available or being developed to support women as leaders?

We would still have a long way to go, but that would at least be a start. ∎

Bio
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