



## HAMPDEN-SYDNEY COLLEGE

### MEMORANDUM

**TO:** The Faculty

**FROM:** Walter C. McDermott III, Dean of the Faculty

**SUBJECT:** Increasing Faculty Diversity

Creating a more diverse and inclusive campus is an institutional goal that has been part of the College's strategic plan for some time. There is abundant scholarship documenting the benefits of learning from a diverse group of faculty and staff mentors. These benefits extend to all students but are especially important in supporting students from underrepresented groups. Such experiences will help ensure that all of our students are well prepared to be successful in their future endeavors. Achieving the goal of faculty diversity has not been easy for Hampden-Sydney, nor for most institutions of higher education. But it is also clear that without explicit policies supporting this effort, we are unlikely to ever see much success. Thus, at the direction of the President and the Board, we are instituting several new required search procedures to which departments and programs will need to adhere. We will also be providing additional resources to assist search chairs and committees.

Before I enumerate the procedures, let me lay out a couple of basic guidelines. First, our goal is to create more diverse candidate pools, since there is no possibility of hiring a more diverse faculty if our candidate pools do not include individuals from underrepresented groups. Second, we continue to expect, as has always been the case, that the best candidate will be offered the position. (It is important to acknowledge that there is no single or simple definition for the "best." Search committees may want to consider how they think about this issue: the best in terms of academic accolades or professional accomplishments? The best in terms of the content they are prepared to teach? The best in terms of providing mentorship and modeling to our students? These are complicated questions, and ones that you may wish to consider with your department or program well before drafting a position request.) Third, we are not establishing a quota. We are attentive to and compliant with Federal law in making these procedural changes. It is understood that not every search may succeed in having a diverse candidate pool. But every committee will be required to document the efforts that it made and provide evidence that this topic was taken seriously by the committee. And fourth, how is diversity defined for these purposes? Again, there are not simple or broad answers to this question. Faculty diversity in one discipline may differ from another. In short, as you look at courses in your department, who is *not* represented

at the front of the room? This question is even more important when you see, as we do at HSC and many other schools, a disconnect between representation within our student body and our faculty.

### **Procedures for All Position Requests (including sabbatical replacement and temporary appointments):**

*Position Requests:* All requests for hires, whether tenure track, temporary or part time, must include in the rationale some mention of how the search for that position will seek to create a diverse candidate pool. This should be more than just a sentence, but rather a substantive statement of how the department requesting a position has considered the issue seriously.

*Job Ads:* Job ads will be reviewed by FAC, and the Dean's office to verify that the ad meets the College's standard hiring criteria as well as clear language (beyond the EEOC boilerplate) signaling the College's commitment to greater faculty diversity. Examples will be provided of general language, but keep in mind different disciplines use different kinds of language to signal this commitment. We urge departments to research the scholarship in their individual disciplines to learn more about how colleagues at other institutions are thinking about this issue.

*Search Procedures:* Many colleges require that a member of the institution's diversity and inclusion team be part of searches. We request that search chairs include someone on the committee prepared to be attentive to this issue. We suggest that search chairs meet with John Hollemon, Dean of Inclusive Excellence, early in the process, to discuss strategies for creating diverse candidate pools. How to best create diversity within the applicant pool should be a regular part of committee discussions. There is no simple formula for success, but serious consideration of the issue must be the starting point. Departments might already have a member who would be well suited to keeping this topic part of the deliberations. Or, this role might be undertaken by the outside member of the search; we have on our faculty several individuals who might bring useful knowledge.

*Long List of Candidates:* Before preliminary interviews are conducted, whether remotely or at a conference, the list of candidates should be submitted to the Dean's office for review. The goal is to have SOME representation from underrepresented groups on the list. If you do not, then you should describe what steps your committee took to increase candidate diversity as well as reflection on why you were not successful. Because of the need for timeliness in contacting candidate for interviews, the Dean's Office commits to providing a rapid turn-around in approving candidate lists. You may not be aware of whether your list includes anyone from an underrepresented group, and this is understood. But what every

committee can do is to provide a serious review of the steps taken to try to achieve that goal.

*Short List of Candidates:* As has traditionally been the case, you will need to submit the short list of campus visit candidates to me for approval before those visits should be scheduled. You should not contact or begin scheduling campus visits until you have been approved by me to do so (and again, recognizing that it is important to move quickly, my office will be prompt in responding to departments).

*Candidate Campus Visits:* In addition to the other routine activities associated with campus visits, committee chairs are urged to schedule meetings between your candidates and members of the College community who can promote the importance of inclusivity as an institutional goal. These meetings can provide assurance of the College's commitment to creating an inclusive community. Faculty members on the Intercultural Affairs Committee are eager for search committees to use them as a resource, including meeting with search chairs or committees as well as with candidates here on campus. There are other individuals, staff and faculty also ready and willing to offer support.

This initiative represents a change in our practice, which is never easy. My office is committed to providing resources and training to assist us in implementing these procedural, and in some ways, cultural, changes. I recognize that faculty may be concerned about governance and academic freedom issues. I am sensitive to these issues and will adhere to the best practices and recommendations of the AAUP and AAC&U in developing guidelines. But it is also the case that while our guiding documents state that more diversity and inclusivity is an institutional goal, we have only just started implemented policies and procedures to help achieve that goal, and only this year have made any meaningful progress towards it. As this is the beginning of a process and I remain open to any conversation that colleagues would like to have.

*Boilerplate Language to Be Included with ALL faculty job positions:*

*Hampden-Sydney College is a selective liberal arts institution enrolling approximately 1000 students. Founded in 1775, it is the tenth oldest institution of higher learning in the United States. Our beautiful 1300-acre campus is less than 7 miles from downtown Farmville, home to Longwood University and the Moton Museum, which is listed on the U.S. Civil Rights Trail. The campus is located 65 miles west of Richmond, 50 miles east of Lynchburg, and 75 miles south of Charlottesville, providing abundant cultural, recreational and artistic resources.*

*Hampden-Sydney is one of four liberal arts colleges in the United States dedicated to the education of men, and our mission is to educate "good men and good citizens in an*

*atmosphere of sound learning." As a community, we are dedicated to the goal of building a culturally diverse faculty committed to working in a multicultural environment and strongly encourage applications from women and minoritized groups. Hampden-Sydney College values diversity, prohibits discrimination, and is committed to equal opportunity for all employees and applicants for employment.*