Research by Valian (1999) and Bilimoria and Buch (2010) shows a relationship between the composition of the applicant pool and the evaluation of individual candidates. Specifically, the fewer women there are in an applicant pool, the less likely it is that women are included among finalists.   Changing the composition of the applicant pool, and ultimately, building a diverse faculty requires doing **MORE:**

M: Messages you send to candidates regarding the centrality of diversity to the department's future are important. Aim to communicate the department's, college's, and University's commitment to meeting the needs of a variety of potential applicants, for example, by mentioning mentoring, family-friendly policies and practices, reasonable workplace accommodations, etc. in the context of the position advertisement itself.

Also, review the contents of the department homepage carefully. This is the first place a potential applicant will look to learn more about the department, its faculty, and its students. One way to communicate a commitment to the careers of potential women faculty is to include a link to the SU-ADVANCE website (suadvance.syr.edu).

O: Outreach should be an ongoing activity, but one-on-one contact with potential applicants at the time a position is being filled still can be a powerful recruiting tool. Most recruiting efforts, however, flow through colleagues at a variety of institutions, not directly with potential candidates themselves. Remember, even professional networks are fairly homogeneous (Glass and Minnotte, 2010). Therefore, conscientiously seek to expand your networks to reach a wider variety of promising faculty. Often, this must be done far in advance of posting an open position.

SU-ADVANCE can help broaden the scope of the outreach effort by helping to identify those institutions with a history of producing PhDs in a field or subfield who are women or who are underrepresented minorities. In other words, rather than asking "who do I know" who might make referrals, a search committee can ask "who do I know at XYZ University" who might be able to refer a diversity of former students?

R: Recruitment resources for position-specific postings vary widely. They tend to vary on three dimensions: whether or not the source is targeted toward members of a specific identity-group (women, for example), whether or not the expected readership works in a single industry (higher education or pharmaceuticals), and whether or not there is a specific disciplinary or technical focus for the publication or website. For example, the publication *Diverse* is aimed toward underrepresented workers in American higher education, but not specific to faculty, staff, or administrators. Alternately, *SHPE* (Society of Hispanic Professional Engineers) *Magazine* does not focus on individuals in higher education, but is targeted toward a variety of engineers who also happen to be Hispanic or Latino. Some research suggests that advertising in these sources serves more than an information function (qualified applicants will see the posted position in standard disciplinary sources); they communicate a commitment to diversity that can be very convincing to potential candidates.

Keep in mind, too, that the most targeted sources are often electronic and free (though sometimes membership is required). SU-ADVANCE is happy to circulate position openings through its network of LinkedIn groups where possible.

E: Strive for equity in the review process and seek to build engagement with potential faculty through the interview process and beyond. In order to be prepared for these stages, a search committee can plan ahead while recruitment is ongoing.

As a general guideline, a search committee should aim for an applicant pool that is within 20% of the identified applicant pipeline for a specific group. For an applicant pool of 50 individuals, where the identified pipeline for women is 20%, there should be at least 8 women. Contact SU-ADVANCE for help identifying the appropriate pipeline target.

Some resources:

Bielby, W. T. (2000). Minimizing workplace gender and racial bias. *Contemporary Sociology, 29,* 120–129.

Bilimoria, D. and Buch, K.K. (July/August 2010) The search is on: Engendering faculty diversity through more effective search and recruitment. *Change*, pp 27-32.

Glass, C, and Minnotte, K. L. (2010). Recruiting and hiring women in STEM fields. *Journal of Diversity in Higher Education*, 3(4), 218-229.

Valian, V. (1999) *Why so slow? The advancement of women*. Cambridge, MA: MIT Press