RECRUITING AND RETAINING DIVERSE FACULTY

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#AIwebcast

Session 1

RECRUITING AND HIRING DIVERSE FACULTY
After participating...

...you will be able to implement a proven approach for recruiting and hiring diverse faculty.
AGENDA

• The search process
• EEO, affirmative action, and inclusive excellence
• Recruitment best practices
• Position announcement to diversify applicant pool
• Search committee
• Preparing for the campus visit
• Closing the deal
“Start with the end in mind”

Stephen R. Covey
The 7 Habits of Highly Effective People
Do you practice “Inclusive Excellence” at your institution?
Inclusive Excellence

Source: American Council on Education
ACTIVITY

BRAINSTORM

What is one thing your institution does well regarding “Inclusive Excellence? How?

Flickr Image by: Hampton Roads Partnership
RECRUITMENT

The Search Process
EEO, Affirmative Action and Inclusive Excellence
Recruitment Best Practices
Position Announcements
Diversified Applicant Pool
Preparing for the Campus Visit
Closing the Deal

RETENTION

Institutional Commitment
Retention and Development
Orientation (Faculty Development)
Faculty Engagement and Mentors
Professional Development
Customized the Earning of Tenure
Creating Climate for Inclusivity

EXCELLENCE
RECRUITMENT

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A + R = C M

Access + Recruitment = Critical Mass
Access

- Informed Search Committees
- Faculty Recruitment Incentive Program (FRIP)
- “Good Faith Effort” policy
Informed Search Committee

- Inform committees on EO policy and best practices
- Provide an EO policy manual on the search process
- Suggest diversity on the search committee
- Include knowledgeable faculty in searches
- Provide resources for alternative areas to search
- Communicate the philosophy of Inclusive Excellence
Faculty Recruitment Incentive Program (FRIP)

FRIP is designed to encourage academic departments, currently engaged in the screening and selection of faculty, to seek/invite applications when there is an underutilization of a particular protected class within a department, school or college.
When to use FRIP

Promoting the professional development of faculty by facilitating the completion of graduate course work and other appropriate academic pursuits leading to a terminal degree in their discipline.
Recruitment

- Active searches
- Revise announcements
- Include faculty in organized recruiting
- Organize campus visits
An Active Search Process

Active searches are organized, systematic, inclusive, and strategic.
Stealth Recruitment Portal

Environmental Understanding

http://www.msudenver.edu/employingdiversity/
Position Announcement

The University of New Hampshire actively promotes a dynamic learning environment in which qualified individuals of differing perspectives, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry.

The Department of Occupational Therapy invites applications for a tenure-track faculty position, open rank to begin August 2012. Candidates with a foundation in occupational science and a defined research program are encouraged to apply; those seeking senior and junior positions will be considered.

Qualifications: Candidates must have a research doctorate in occupational therapy or a related field, a record of effective teaching, and a developing or established research program. They must demonstrate an orientation towards occupation-centered practice and an ability to work with individuals and groups of diverse socioeconomic, cultural, sexual orientation, disability, and/or ethnic backgrounds.

The University seeks excellence through diversity among its administrators, faculty, staff and students. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Applications by members of all underrepresented groups is encouraged.
Position Announcement

Psychotherapist Intern
(exempt position)
#E464

RESPONSIBILITIES:
(50%) Performs direct services through crisis intervention, individual and group psychotherapy.
(20%) Participates in professional development activities such as case conferences and supervision.
(10%) Completes administrative duties including case management.
(20%) Engages in outreach activities on campus.

EO STATEMENT: Metropolitan State University of Denver is an equal opportunity employer and encourages women and minorities to apply.

QUALIFICATIONS: Required: Completed doctorate in counseling/clinical psychology from a regionally accredited institution of higher education. Previously completed APA-approved internship; keen interest and demonstrated experience in working with diverse clientele and programming.
Preferred: Previous interest and experience with psychological assessment; APA approved pre-doctoral counseling center internship; experience in conducting outreach presentations.

RANK & SALARY: Commensurate with education and experience.
APPOINTMENT: June, 2009
APPLICATION: Please visit http://www.mscdjobs.com for full position announcement and to apply for this position.

**Official transcripts and three letters of reference will be required of all finalists. Finalists/candidates may be subject to background checks; including financial and criminal history.

NOTE: Persons with disabilities who need a reasonable accommodation to participate in the application/selection process should contact the Equal Opportunity Office at 303-556-4746 a minimum of three working days in advance.
Position Announcement

RESPONSIBILITIES: Requires a commitment to excellence in teaching; student advising activities; professional
development/scholarship; and service to the department, school, college, and community. Additionally, the candidate
must engage in the equivalent teaching load of 12 credit hours in undergraduate education with the expectation of
teaching foundations, methods, classroom management,
and multicultural courses for teacher candidates in the secondary education licensure programs.

Furthermore, the candidate must have a willingness to collaborate with colleagues and school personnel in supervising
students in the field and developing partnerships with K-12 schools and a desire to
work with a diverse student body (including, but not limited to, working adults, women and students of color)
to increase student retention and success.

The successful candidate must have the ability to
work with and be sensitive to the educational needs of a diverse urban population.

Additional responsibilities include advising pre-service teachers.

QUALIFICATIONS: Required: Masters + 30 in education or related field.
Preferred: Doctorate in education or related field. Demonstrated abilities to use technology in instructional delivery
and intellectual contributions in multicultural education.

Demonstrated abilities to collaborate and develop public school partnership activities. Three years experience teaching
in secondary and/or urban schools.
QUESTIONS
The Campus Visit

“You never get a second chance to make a first impression”. That is the case when recruiting women faculty of color.

Authentic attention and communication are paramount in developing and implementing an effective campus visitation plan.

Your plan should promote honesty, consistency and accuracy when introducing potential faculty of color to your institution.
Campus Visit Plan

- Provide information about the area to your candidate
- **Provide a faculty contact for communication throughout process**
- Provide a detailed agenda of the interview process prior to arrival
- Ask a faculty member to serve as interview day host
- **Provide lunch with at least two Department faculty members**
- Meet with the Chief Diversity Officer (climate discussion)
- Meet with the Dean of their respective school/college
- Meet with the faculty (discuss climate, culture and expectations)
- Reinforce to the candidate that if they have any questions that arise once they return home to please feel free to contact you

Note:
- Have a clear and organized process in place for reimbursements
- Be organized and efficient in scheduling travel and on-campus interview dates
- Be consistent with written and verbal communication throughout the process
Faculty Inclusion

Recruitment and Retention Committee

The School of Professional Studies (SPS), a school (College) within Metropolitan State University of Denver, is working on an on-going planning process with the Faculty Recruitment and Retention Committee to create and maintain a strategic plan to help SPS recruit and retain diverse faculty.

Dean Dr. Sandra Haynes sees the School of Professional Studies taking the initial lead incorporating Metro State’s vision for inclusive excellence into its own departments while concurrently creating a specific plan for SPS.

The dean selected the committee members based on their “newness” to the college. She wanted people close to the entry point to give their suggestions. She also selected a broad range of diversities—age, tenure status, race, sexual orientation and country of origin, and she purposely included white faculty members on the committee, believing that buy-in from this cohort is critical to make any diversity plan work.

[Link to Strategic Plan]
New Faculty Information

First 90 Days
Link to "Orienting New Faculty to a Department" document
School of Professional Studies
Center for Faculty Development
Campus Parking
Campus Map
School of Professional Studies Staff Contact Info
List of SPS Faculty
Campus IT Site

Campus Information
Office of Institutional Diversity
Office of Equal Opportunity
Campus Demographics
FAQ & List of Student Resources
Human Resources
Auraria Library Subject Guides: Multiculturalism / Cultural Diversity
Campus Police

Denver Metro Area & Colorado
Welcome to Denver.net (A multicultural website for Denver Colorado and the Surrounding Areas)
Colorado Welcome Centers
National Association of Realtors – Denver
Rentals.com – Denver Area
Closing the Deal

• Keep it real
• Understanding “why” faculty apply
• Understand the myths
• Be strategically flexible
• Remember the “BIG PICTURE”
Making the Offer

• Have the Dean or Chair make the offer after carefully reviewing the candidate’s vita
• Be upfront, clear and specific in your communication
• Be prepared to talk specifically about additional position elements that translate to salary, i.e. research and conference funding, re-assigned time, grant opportunities
• Be prepared to discuss “soft” position elements that translate into “hidden” money/tenure opportunities i.e. course preparation requirements, mentorship programs, faculty learning/writing communities, institutional engagement, etc.
Why

Making an offer to a perspective faculty member is more than quoting a salary and waiting for their response.

It is an opportunity to connect with a person, provide them with additional insight and begin mentoring them in their journey to become a part of the “fabric” of the Institution.
Pre-employment Agreements

• Understand new faculty needs
• Ensure that salaries align with market value
• Be open to summer school teaching options
• Be open to accelerated research funding
• Be open to reduced loads or reduced preps
• Partner employment options at your or affiliate institutions
RECRUITMENT

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Closing the Deal
Deeper Application Pools
+ Stronger Candidates
+ Greater Faculty Inclusion
+ More Diverse Candidate Pool
= Critical Mass
The goal is **not** to recruit diverse faculty who are excellent.

The goal is to **hire** excellent faculty who are **diverse**.
Recruitment Best Practices

• Market positions in non-main stream publications
• Expand discipline association involvement
• Infuse “Inclusive Excellence” language in position announcements
• Formalize recruiting, i.e. Southern Region Education Board (SREB) & Hispanic Association of Colleges and Universities (HACU), etc.
• Implement a “good faith effort” policy
Recruitment Best Practices

- Commitment from leadership and management
- Employee involvement
- Recruiting strategic plan
- Retain your top diversity talent
- Provide room for faculty growth
- Accountability, measurement, and evaluation
ACTIVITY

BRAINSTORM:

What other best practices, not listed here, do you use at your institution?
Approach for Recruiting & Hiring

Recruitment is not linear, it is a multi-layered process involving many aspects of the Institution.
TAKEAWAYS

• Confirm commitment from your leadership
• Identify “key” faculty to champion the recruitment goals
• Make the recruitment effort about inclusivity & excellence
• Involve faculty in recruitment planning & implementation
• Involve Deans and Chairs in onsite interviews, meetings
• **Retain your current diverse faculty**
• Promote accountability, measurement, and evaluation
• Provide resources to develop and implement your plan
• Develop an internal pipeline for recruitment, Adjunct, Visiting and local faculty can populate your pool
A Final Word

Recruiting diverse faculty requires that Institutions of higher education are open to and prepared for the challenges that come with enhancing diversity, inclusion and equity of faculty.
QUESTIONS
References

American Council on Education, (2007). The Chief Diversity Officer: A Primer for College and University Presidents

Equal Opportunity Office, Metropolitan State University of Denver

Office of Institutional Diversity, Metropolitan State University of Denver

Center for Faculty Development, Metropolitan State University of Denver
Session 2
RETAINING DIVERSE FACULTY
LEARNING OUTCOME

After participating...

...you will be able to implement one or more proven approaches for retaining women and faculty of color.
AGENDA

• Institutional Commitment
• Retention and Development
• Orientation (Faculty Development)
• Faculty Engagement and Mentors
• Professional Development
• Customize the Earning of Tenure
• Creating Climate for Inclusivity
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RETENTION

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INSTITUTIONAL COMMITMENT (ITEM ONE)
DIVERSE AND INCLUSIVE EDUCATIONAL COMMUNITIES ARE KEY TO ACADEMIC EXCELLENCE AND MUST BE SUPPORTED AND NURTURED

Retaining Diverse Faculty
• **President:** this person sets the vision of the institution.

• **Senior Diversity Officer:** reports to the President and serves at the Vice Presidential level for the institution, monitors the climate of the institution, is a resource to search committees, facilitates cultural competence training, leads and facilitates diversity initiatives, presides over a budget to react and be proactive in all aspects of inclusive excellence.

• **Affirmative Action and Equity Officer:** is a resource to assist the search committees in the hiring process (compliance and legal hiring process).

• **Provost and/or Associate Provost:** is a resource to promote faculty buy-in and implement institutional policy.

• **Deans/Chairs:** are very important as they are close to the action in regards to implementing policy, searches, emphasizing the value of diversity and defining and implementing the search committee’s authority and duties.

• **Faculty:** may be the most important resource as they make up over 70 percent of the persons evaluating, implementing policies, recruiting formally and/or informally, referring and designing position responsibilities and position descriptions for the recruited faculty.

• **Financial Resources:** financial resources are a must to pilot, establish, build and maintain programs that will increase the recruitment and retention of women and faculty of color.
Does your institution display this commitment level towards Diversity?
If you were to measure your institution’s commitment to retaining women and faculty of color, what percentage of commitment would you give your institution?
Moving from Theory to Practice

Diversity talk gives purpose and direction, but we need action to increase faculty diversity.
Theories/Statements

• We value diversity at our institution
• We believe in inclusive excellence
• We have a diversity statement in our mission
• Diversity is a part of all that we do
• We welcome differences at our institution
• Diversity is the hallmark of our University
• Everyone has the right to be treated equally
How do we create an institutional climate to support our new diverse faculty?
“Start with the end in mind”

Stephen R. Covey
The 7 Habits of Highly Effective People
Faculty Development Process

Welcome new research agendas, embrace non-traditional paths, tenure faculty when requirements are met.

Introduce them to multiple support systems already in place, faculty development center, writing circles, Best practices groups for teaching, technology, community organizations, etc.

Present publication and professional development opportunities to them with resources and support.

Welcome them to the community before they arrive on campus.

Provide new faculty with mentor access prior to campus arrival. Clarify the tenure track process.
• Institution-wide orientation programs
• Departmental orientation and on-boarding program
• Lunch with the Provost
• Coffee with the President
• Workshops and Seminars
• Receptions with faculty and administrators
• On-going learning communities
• Junior-to-Senior faculty connect
• Chair & Dean mentorship and clarification of the tenure process
• Peer-to-Peer mentorship (R&RC)
• Targeted mentorship (TTSC)
• Continuous feedback and exit interviews
Brain Storm:

What other mentorship programs, not listed here, do you use at your institution?
Recruitment & Retention Committee

How do develop policy and procedures to improve the retention of our women and faculty of color

- Invite a peer-to-peer connection prior to campus arrival
- Provide “new faculty” information on appropriate website
- Welcome event
- Mid-year activity and check-in
- Encourage connection throughout the year
- Year end closing activity

“Women and faculty of color make the decision if they are going to stay at an institution within 30 days of working there” Moody (2004)
• Offers an early connection that often leads to an additional mentor
• Ignites the building of community within the newly hired faculty group
• Provides new and “G-Whiz” information that sometimes is as important as standard information
• Promotes authentic and continuous connection
- Faculty development center
- Professional development resources
- Grant application opportunities
- Promote learning communities
- Promote collaborative research
- Promote instructional delivery communities
- Welcome cross discipline collaborations
- Faculty development center
- College mentorship program
- Discipline specific mentorship
- Professional development resources
- External mentors
- Office of Institutional Diversity
- Equal Opportunity Office
- Access Center
- Tenure Track Supper Club
Brain Storm:

What other support programs, not listed here, do you use at your institution?
Offering a broad range of resources will assist diverse faculty in achieving success in their academic careers.

**Concern**

1. 60% Failure Rate
• Identified 10 mentors
• Invited all minority tenure track faculty
• Provided a text on faculty of color path to earning tenure
• Identified 9 insights to earning tenure
• Demystifying the tenure process
• Incorporated electronic communication
• Scheduled 4 meetings/suppers a year, off campus
• Invited guest presenters respected in the areas required for tenure
• Invited the Provost to kick off the first meeting and the President to close the last meeting of the year

http://www.msudenver.edu/diversity/diversityprojects/tenuretracksupperclub/
Outcomes

- Long-term mentorship
- Building community
- Insights to earning tenure
- Peer-to-Peer mentorship
- Junior to senior mentorship
- Educating senior leadership
- Educating administration
- Growing the faculty pipeline
- Increase the retention of faculty members

http://www.msudenver.edu/diversity/diversityprojects/tenuretracksupperclub/
• **Pilot Program for African American Faculty**
  - "The Black Academics Guide to Winning Tenure—Without Losing Your Soul"
  - 1 Meeting a Semester

• **Faculty of Color**
  - 2 Meetings an academic year

• **Minority Faculty**
  - Panel Mentoring
  - Provost attending first meeting
  - President attends closing meeting

• **Operation of Club**
  - Website
  - 4 Supper Club Meetings
  - Mentor-Mentee Pairing
  - 2 Private Mentee Meetings
  - Monthly Newsletter
Offering a broad range of resources will assist diverse faculty in achieving success in their academic careers.
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**Outcomes**

1. 95% Faculty of Color Earning Tenure
2. Increased Retention of Minority Faculty
3. Greater Affinity and sense of belonging to MSU Denver
4. Increasing the Diversity and well roundedness of all of our faculty
5. Promotes an inclusive and excellent experience for students preparing them to be citizens of the world
• Be inclusive of research, service, & teaching, throughout the tenure path
• Provide formal and informal support services that address challenges faced by faculty from under-represented groups
• Consider revision of policies and practices on family leave, stopping the tenure clock - Flexibility and “life-friendliness”
• Be aware of faculty needs, suggested initiatives:
  • Research leave
  • Structure and policy for dual career partners
  • On-site childcare
  • On-site lactation rooms
  • Eldercare
• Monitor and improve the climate
• Use institutional and departmental data to understand your climate
• Remove impediments when possible
• Be pro-active and infuse educational programs that promote cultural “confidence”
• Review department climate policies under the lens of support for women, minorities, and underrepresented groups
• Encourage Chairs, Deans and Senior Faculty to play an active role in faculty growth

• Understand the large influence Senior faculty have on new faculty in the areas of teaching, research, and service
  
  • First-Year Evaluation Process
  • Midterm Review
  • Tenure and Promotion
  • Reappointment

• Tenure faculty that earn tenure
**Strategies to Achieve Promotion & Tenure**

*Tenure Review:* There should be no surprises (tenured and promoted as Associate Professor or not tenured with a one-year reappointment).

*First Year Review:* Clear, concise, prescriptive review process, annual goals (link directly to P&T guidelines).

*Mid-Tenure Track Review:* Clear, concise, prescriptive review to include goals for the upcoming years (link directly to the P&T guidelines).

*Institutional Faculty Development* and additional mentorship programs i.e. “The Tenure Track Supper Club”.

*Strategic funding* for special initiatives, conference travel, computers, summer research, etc.

Welcome, orient and onboard new faculty quickly into the community i.e. an organized R&R Committee.
TAKEAWAYS

• Secure **buy-in** from President, Provost, Deans, Chairs, & Senior Faculty
• Focus on the **faculty** in your faculty development program (request new faculty input in the seminar content/topics)
• Incorporate **feedback mechanism** after each seminar
• Make a **financial investment** in diversity, the new faculty, and programs (comprehensive year-long seminars, resource materials, and individual faculty grants)
TAKEAWAYS

- Involve **senior faculty** in the faculty development program (mentors, coaches, presenters, etc.)
- Include a **Chief Diversity Officer** in senior leadership to incorporate a continuous diversity perspective in policy, budget, and programs
- Implement **multiple opportunities** to orient, communicate, and confirm information and resources related to tenure to faculty
There is no “silver bullet” for retaining diverse faculty, your Institution has to be committed to the understanding that a diverse faculty improves the institution’s ability to accomplish its mission, and that retaining diverse faculty takes a multidimensional, systematic approach to include multiple programs at multiple levels to be successful.
References


The Center for Faculty Development, Metropolitan State University of Denver.