

Faculty Senate Diversity & Inclusion Committee

Suggestions for Recruiting and Retaining Faculty from Underrepresented Groups

This document is a summary of practices that have been emphasized in various studies and by various universities to improve recruitment and retention of faculty from underrepresented groups. Underrepresented groups are defined as a subset of a population that holds a smaller percentage within a significant subgroup than the subset holds in the general population. Different groups can be underrepresented in different colleges, departments of programs. For example, males may be underrepresented in Nursing while females may be underrepresented in Engineering.

The suggestions in this document include: (A) items that could be included in job descriptions, (B) search committee preparation, (C) recruitment strategies, (D) retention strategies, and (E) web page presentation.

A. Job description content (see Appendix A for examples from other universities)

Job descriptions can indicate that a college or department values and respects a broad spectrum of diversity and demonstrates this in their job descriptions. This can include:

- A request for qualifications that encompasses candidates' experience with D&I in training, research, ability to work with people of different backgrounds (collegiality in diversity situations). For example, "We encourage applicants who:
 - have the ability/experience teaching multicultural populations.
 - have the ability/experience teaching racially diverse populations.
 - understand how historical exclusion and injustices in higher education shape participation and outcomes for racial minorities, women, LGBTQs,
 - ethnic minorities, language minorities.
 - are willing to examine and re-mediate one's instructional, relational, and classroom practices to more effectively engage and support historically underserved students.
 - understand the needs of a student population of great diversity – in age, cultural background, ethnicity, primary language and academic preparation – through inclusive course materials, teaching strategies and advisement."
- Job descriptions can include social justice terminology (see [ABC's of Social Justice](#) and [Social Justice Terminology](#)).

B. Search Committee preparation

Search committees can be better prepared to recruit faculty from underrepresented groups if they are both representative of a broad range of diversity and individual

members are trained in approaches to the search process that lead to successful recruitment. Search committee members can receive training that prepares them to recognize how their own biases influence the candidate selection process and how to overcome those biases in choosing candidates.

- Departments and colleges seeking to hire faculty from underrepresented groups may benefit from providing an interdisciplinary orientation for search committee members that includes best practices for recruiting and retaining such faculty. Orientations with faculty from mixed disciplines can provide fresh perspectives. Including the [Harvard Implicit Bias tests](#) and other measures can increase search committees' ability to screen for biases in the selection process.
- Departments and colleges can provide release time/evaluation credit/some form of compensation for faculty from underrepresented groups who are required to serve on numerous search (and other) committees.
- Departments, colleges, and administrative units can employ a [Diversity Search Strategies Report](#) to help committees understand their goal in hiring candidates from underrepresented groups and to see if they adopted appropriate strategies.
- Departments, colleges, and administrative units can appoint a diversity advocate in the committee.
- Departments, colleges, and administrative units can include people on the search committee who are openly committed to D&I.
- Departments, colleges, and administrative units can invite faculty from other departments or colleges to increase committee diversity when needed.
- Search committees can evaluate only relevant qualifications of candidates.
- Decision-makers can attend diversity recruitment and retention training.

C. Recruitment strategies to increase and support diversity & inclusion

Colleges desiring to recruit faculty from underrepresented groups can use multiple strategies for locating and attracting candidates from target groups. These strategies can include recruitment avenues that attract potential candidates in areas where job openings are predicted and redefining how candidate pools are selected.

- Colleges, departments, and administrative units can use community engagement as a recruitment strategy ("community" can be local, national or global).
 - Applicants can be invited to meet with the office of community engagement and/or diversity and inclusion as part of the interview process.
- Colleges and departments can recruit at various conferences that potential faculty from underrepresented groups attend.
- Colleges and departments can create a program facilitating pathways from graduate study to employment in the USA to keep graduated students from underrepresented groups at South as faculty.
- Colleges and departments can ensure that search committees widen the pool to include candidates from underrepresented groups.

- Colleges and departments can actively pursue potential candidates from underrepresented groups who are thriving at other institutions.
- Search committees can redefine “fit” in departments with few or no faculty from underrepresented groups.
- Search committees can address ageism in candidate pools.
- Colleges and departments can partner with HBCU graduate programs and with other universities to identify doctoral students with an interest in careers in higher education. Departments and programs can arrange mentorship and collaborative opportunities for these individuals (teaching, research, publication) with faculty from appropriate departments. This approach develops skills and promotes social integration of the potential candidate into USA’s community.
- Search committees can look for potential candidates in databases of professionals in the field such as the [Survey of Earned Doctorates in Science and Engineering](#) and the [Annual Survey of the Mathematical Sciences](#).

D. How the college or department presents itself on the web

Potential faculty from underrepresented groups will likely search their potential employer’s web presence for evidence that individuals from their group are welcome and supported on campus and in the college and department recruiting them. There are various actions that can be taken to provide a positive image to potential faculty from underrepresented groups. These include:

- Mission statements that include a clear commitment to embracing and advancing diversity and inclusion.
- Easily visible evidence of a commitment to diversity and inclusion on the department’s or college’s web page. For example:
 - how diversity and inclusion is supported (e.g. events, curriculum and policies that support diversity and inclusion)
 - initiatives and achievements in diversity & inclusion
 - research, outreach, service that promotes diversity and inclusion
 - evidence of support for Black Lives Matter and other social/restorative justice movements and organizations
 - evidence of community engagement (local, state, regional, national and international) supporting a commitment to diversity and inclusion
 - disaggregated data on faculty engagement and inclusion that provides a better understanding of issues that may cause attrition of faculty from underrepresented groups.
- An affirmative action statement that is comprehensive and firmly declares the position of the university to be inclusive.

E. Retention Strategies (this may become a separate document)

Successful recruitment may not be meaningful if there are no formally organized and defined strategies to insure the success of faculty from underrepresented groups. There

are a number of possible strategies that can help retain successfully recruited faculty. These include:

- Establishing formal strategies for the retention of faculty from underrepresented groups.
- Creating and promoting multiracial faculty networks and LGBTQ networks to new faculty.
- Not having faculty from underrepresented groups serve disproportionately on university committees. Faculty of color have indicated that this is an issue. Heavy committee assignments can interfere with research and publications. It is suggested that universities monitor these service commitments and consider them in faculty evaluations.
- Providing mentors to faculty from underrepresented groups (mentoring by senior faculty in teaching, research/writing teams for scholarship, and committee assignments and community leadership and facilitation (service). Colleges and departments can create mentoring committees so that established faculty will earn credit for this service.
- Providing funding and assistance to integrate pre-tenure faculty from underrepresented groups into regional or national research collaborations that will generate publication opportunities.
- Ensuring faculty from underrepresented groups have opportunities to build leadership skills and network through university level committees and community boards.
- Including a faculty evaluation policy that demonstrates how teaching, research and community engagement with a focus on increasing or promoting diversity and inclusion is valued.
- Being more flexible in retention and tenure requirements. For example, some universities have options for incoming faculty to select teaching, service or research as the most weighted portion of their evaluation.
 - Creating hubs and groups that provide information and support for faculty from underrepresented groups (for example, [The Women's Place](#) at OSU).

Appendix A: Examples of D&I and EEO Statements in Job Descriptions

Penn State is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusive excellence that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusion as a core strength and an essential element of our public service mission. In HHD, enriching the lives of others is our mission. We believe in the power of human capacity for growth and live by that mission by meeting challenges, both big and small, with excitement and energy every day. We invite you to come grow with us.

[EEO is the Law](#)

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applications without regards to race, color, religion, age, sex, sexual orientation, gender identify, national origin, disability or protected veteran status. If you are unable to use our online application process due to an impairment or disability, please contact 814-865-1473.

The College of Education at The Pennsylvania State University invites applications for a 9-month, tenure-track assistant professor of Educational Leadership position in the Department of Education Policy Studies. In alignment with the College’s commitment to “combat and actively dismantle persistent, both cloaked and visible, systemic racism,” this position has an explicit focus on anti-racist and transformative leadership in education.

The training and preparation of anti-racist and transformative school leaders is critically important as educational inequality deepens due to the current global pandemic, growing economic challenges, and anti-Black violence. The Educational Leadership program seeks a new faculty colleague who conducts policy- and practice-relevant research that advances racial equity and justice in schools and communities. Specifically, we welcome applicants whose research (1) is anchored in critical and transformative paradigms, (2) draws from interdisciplinary perspectives (e.g., Anthropology, Sociology, Geography, Policy) and (3) examines pressing issues such as underrepresentation of Black, Indigenous, and People of Color school leaders, implementation of anti-racist school policies and practices, and role of race—and its intersection with other systems of oppression—in the educational experiences of BIPOC youth. We are particularly interested in candidates who employ critical theoretical perspectives in their work such as Critical Race Theory, BlackCrit, Critical Tribal Race Theory, and Critical Policy Analysis. Applicants with prior professional experience working in schools, districts, and policy are especially welcomed to apply.

San Diego State University Diversity & Inclusion

At SDSU, diversity and excellence go hand-in-hand. The university celebrates diversity and inclusion, embracing a broad definition of diversity that includes people of every race, religion, gender, ethnicity, veterans, people with varying abilities, and members of the LGBTQ+ community. SDSU hires individuals with a commitment to working effectively with individuals from diverse backgrounds.

San Diego State University is an equal opportunity employer and does not discriminate against persons based on race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, disability, pregnancy, medical condition, or covered veteran status.

Appendix B: Resources/References/Examples

[ABC’s of Social Justice: A Glossary of Working Language for Socially Conscious Conversation](#), Lewis and Clark College

[Best Practices for Improving Faculty Diversity Recruitment and Retention | Equity and Inclusion \(uoregon.edu\)](#)

[Building a Community of Dignity and Respect at UMass Amherst](#)

Brown, K. (2018). [To Retain Employees, Focus on Inclusion — Not Just Diversity](#). *Harvard Business Review* December 4, 2018.

Columbia University [Retention Guide.pdf](#)

Hamilton, N. and Haozous, E. (2017). Retention of faculty of color in academic nursing. *Nursing Outlook* 65(2) 212-221

[Ohio State University Faculty Search Guide](#)

[Penn State Human Resources Diversity & Inclusion](#) (strong D&I mission statement and web presentation)

[Ten Ways To Retain Faculty of Color - Higher Education \(diverseeducation.com\)](#) [Statistics on underrepresented groups and chosen PhD/academic discipline](#) University of Chicago
[PROMISING PRACTICES FOR RECRUITING & RETAINING DIVERSE FACULTY](#)

[Social Justice Terminology](#), Suffolk University

University of Rhode Island – [A STEM-focused research-based guide](#) for active diversity recruitment practices

[University of Wisconsin- Madison Faculty Search Guide](#)

Whittaker, J., Montgomery, L. and Martinez Acosta, V. (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. *The Journal of Undergraduate Neuroscience Education* 13(3) A136-A145

Williams, S. E., and Kirk, A. (2008). [Recruitment, Retention, and Promotion of Minority Faculty](#). *The Department Chair*, 19(2) 23–25