

**THE GOAL OF EXCELLENCE THROUGH DIVERSITY AT THE
UNIVERSITY OF IDAHO**

**PRESIDENT'S DIVERSITY COUNCIL
COMMITTEE ON FACULTY RECRUITMENT AND RETENTION**

PRELIMINARY RECOMMENDATIONS

**SUBMITTED MAY 19, 2010
ANGELIQUE EAGLEWOMAN AND JOHN MIHELICH**

The Committee on Faculty Recruitment and Retention, a sub-committee of the President's Diversity Council, met three times as a full committee since the launch of the Council. In addition, co-chairs Angelique EagleWoman and John Mihelich, met numerous times to summarize and advance the discussion of the challenges of recruiting and retaining diverse faculty. After much discussion, consideration and deliberation, the co-chairs have compiled the following list of recommendations. Since we seek to build on successes already developed, we incorporate insights from Caroline Sotello Viernes Turner (2002) and the Stanford University document, *Building on Excellence: Guide to Recruiting and Retaining an Excellent and Diverse Faculty at Stanford University*. We add these suggestions to build upon the work already being done on the UI campus.

RECOMMENDATIONS FOR RECRUITMENT:

The Recruiting Process:

The search process itself is one key area needing attention concerning the broader issue of faculty recruitment and retention. We think we have made some recent strides on this campus under the leadership of Carmen Suarez, and we seek to add support to the efforts she is working on. Specifically, we offer two primary recommendations:

- 1: Search committee Training.
- 2: Resources allotment to these efforts.

1: Search Committee training:

The training should comprise at least two parts.

A) A mandatory meeting with the committee that involves Carmen Suarez and a newly formed Committee on Diverse Faculty Recruitment and Retention. The objective is to both reinforce the importance of thinking about diversity, its value, and the need for representation and to discuss specific best (and worst) practices to enhance the opportunity to hire diverse faculty.

B) a manual on hiring diverse faculty, similar to the one produced and distributed by Stanford.

The manual from Stanford University, among other things, presents a full process for hiring, retaining and fostering success among diverse faculty. A good amount of the process for hiring

diverse faculty builds on an effective process for hiring faculty in general, so we highlight here the institutionalized steps specific to enhancing the success of hiring diverse faculty—with the understanding that such matters are situated within a broader effective process.

Stanford University Recruiting:

- The Guide makes this statement: “Searches are obligated to make extra efforts to seek out qualified women and minority candidates and to evaluate such candidates.” This includes: “Make use of incentive funds and incremental faculty billets” that “First, encourage normal process.....a byproduct of outreach during searches,” and, “Second,... accelerate this process by encouraging...appoint additional equally qualified candidates...who may not be the first choice”
- Position announcement: ensure its is written to expand the number of candidates from diverse backgrounds and include an equal opportunity statement
- Complete a Diversity Outreach Plan which includes specific outreach efforts for obtaining a diverse applicant pool
- The search Committee will include individuals from diverse backgrounds and members with commit to diversity. One member serves as diversity officer of the committee.
- Outreach Efforts should include:
 - Contacting the appropriate offices for assistance
 - Advertising in specialty journals
 - Consulting relevant publication lists and databases, including minority graduate and postdoc fellowship holders
 - Consulting colleagues, particularly women and minorities, for advice
 - Contacting colleagues elsewhere for promising candidates
 - Contacting department former women and minority students for suggestions
- Analyze the applicant pools to see if pool has adequate representation
- In reading applications:
 - The committee should first discuss selection criteria
 - All applications should be read by more than one person
 - Review applications based on record, be aware of unconscious bias
 - Review women and minority applications again if not invited for interview
 - Once short list is completed, if not adequately represented, consider inviting one or two additional candidates who would add diversity
 - Monitor diversity efforts of the committee, including review short list
- Recruiting the candidate:
 - Be mindful of possible concerns that underrepresented minority or female recruits might have
 - Invite partner to recruiting visit.
 - Consider the necessity of disability accommodations at the interview stage
- After the search
 - Document diversity outreach efforts
 - Collect names of promising diversity candidates--should be kept on file

2: Resources allocated toward these efforts.

- We recommend a targeted recruitment fund through the re-allocation of permanent dollars to address compensation issues related to hiring diverse faculty. We can't dodge the issue here. Diversity is value-added, candidates know it, we need to value it and we need to be competitive with compensation. In a situation where other institutions are also striving to diversify faculty, candidates are aware of this intent and have commensurate expectations for compensation. They also are aware of the likely higher workload in comparison to colleagues given the responsibilities often assigned to diverse faculty. They expect a salary commensurate with inevitable increased responsibility. Such expectations need to be understood by all other faculty, and we may also need to attend to the compensation for existing faculty that are under-salaried in the unit, for reasons of climate.
- Compile a Diversity Brochure Folder
- Compile information on community resources to send candidates
- Attend to the availability of "Dual-Career" hires
- Coordinate the UI website relative to diversity efforts to enhance the passive marketing of diverse candidates
- Develop a support network comprised of faculty/staff to meet diverse faculty candidates at the interview stage, a network that should also include allies.
- Foster department Chair buy-in for diversifying the faculty fostered by continued discussion and expectations from the highest administrative levels and all colleges. Integrate this into annual evaluations.

RECOMMENDATIONS FOR RETENTION

We begin the discussion of recommendations for retention with reference to Turner and then expand by drawing from the efforts and recommendations from our committee.

Turner discusses a number of recommendations:

- Validate service and teaching. In addition, if service is seen as addressing social justice issues, it can give a sense of pride, and connection with communities of color
- Promote networking and mentoring
- Provide prof development sensitive to campus political dynamics, for instance, if may be helpful to provide understanding of the likely classroom dynamics faced by person of color.
- Break the conspiracy of silence in ongoing discussion, data collection and exploration to understand the effects of racial and gender composition.
- Promote a welcoming environment, which necessarily includes increasing the representation of diverse members in students, administration, staff and faculty.
- Accommodate conflicts of commitments, partially by identifying norms that place diverse faculty at disadvantage, then create new norms. This can be assisted by examining initiatives developed in private corporations.

Some of the recommendations from Stanford University are bulleted below:

Stanford University Principles and Steps (taken directly from the Guide):

- Create a “Panel on Gender Equity and Quality of Life” and “Continue to monitor and report on the representation of women and minorities on the faculty...to Faculty Senate”
- “Support and mentor all junior faculty...alert to systematic barriers that...limit advancement and retention of women and minorities”
- “Continue to evaluate faculty salaries, with special emphasis on women and minority faculty salaries”
- “Monitor distribution of University resources that support individual faculty research programs...to ensure that the distribution...is not based on improper factors (such as gender, race, or ethnicity)”
- “Seek to increase the representation of women and minority faculty in leadership positions... we will consider the efforts and effectiveness of the candidates in promoting and enhancing faculty diversity and equal opportunity”
- “Promote an academic environment for each faculty member that is collegial, intellectually stimulating and respectful”
- “Redouble efforts to attract and support women and minority graduate students”

From the Committee on Faculty Recruitment and Retention: in addition to the recommendations above, the Committee recommends the following:

- Increase the faculty pool, diverse and otherwise, to carry burden of addressing diversity issues on campus. More diverse faculty will help spread the workload, and allies among the existing faculty need to be asked to, and rewarded for, assisting with efforts to foster diversity. This could be integrated into the annual evaluation process.
- Multicultural Caucus—maybe a standing committee, perhaps with a representative on Faculty Senate and with a sustainable structure.
- Develop a better synthesis of Diversity-centered commitment, programs and units.
- Foster mentoring and networking, academic and social, for diverse faculty
- Identify and cultivate the base of diverse students to mentor, link to Student recruitment Office
- Salary/Research incentives focused on diversity issues:
 - Emphasis/value put on research with diversity focus
 - -For diverse faculty
 - -For research on Issues related to diversity
 - -Perhaps develop a university-wide research award for scholarship dealing with diversity
 - -Perhaps develop other research incentives
- Evaluate and develop the curriculum with content relevant to diversity initiatives
- Develop and maintain an ongoing Culture and Climate assessment
- Identify and partner with community resources
- Build diversity professional development into the annual evaluation process--educate faculty and staff on diversity issues
- Perhaps encourage Argonaut to run annual diversity series in educational/awareness effort
- Develop a process for documenting, tracking and reporting incidents of human rights violations
 - Could have mechanism for Civility statement warnings, track by student

- -Accumulation of multiple warnings could trigger investigation
 - -Process involve HRAI office, Dean of Students and Unit
- Excellence Awards have value placed on Diversity engagement