

APSA Hackathon OUTPUT

Successful strategies to recruit and retain a diverse faculty

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Using a design-thinking process, our group engaged in problem scoping, writing problem statements, generating solutions, and ultimately identifying five strategies for recruiting and retaining diverse faculty.

These strategies are geared toward steps that faculty can take at their own institutions. One way in which the APSA can help is by providing funding to evaluate the effectiveness of these strategies as they are implemented at universities.

#1 Require faculty training to improve recruitment and retention of diverse faculty

For recruitment: training for faculty needs to occur BEFORE a search commences. This training should provide information on best practices for recruiting diverse faculty and on how implicit biases might influence the evaluation of application materials.

For retention: training for faculty to provide information on how to appropriately evaluate (without bias) a tenure and promotion file.

It is important that the institution uses carrots to incentivize these approaches, not just sticks.

#2 Establish stop-gap measures to ensure recruitment process is fair and free of discrimination

We suggest automatic check-in points DURING the recruitment cycle to ensure the process is fair. This helps to ensure that if problems arise along the way, the

search is paused until appropriate steps are taken to ensure fairness, or the search may need to be halted altogether.

Departments have strong incentives to continue a search even if they recognize there are problems. Therefore, a diversity advocate external to the department (possibly someone trained in HR) should be the one to conduct these check-ins.

#3 Create a diversity catalysts program

Diversity catalysts are senior-level, prestigious faculty (such as distinguished professors or named professors) who very publicly advocate for diversity at an institution. The catalysts leverage their reputation and influence to advance diversity on campus. They do such things as help lead search committee workshops to train faculty how to recruit for diversity and inclusion; serve as resource individuals within their units; and promote diversity and inclusion conversations with colleagues.

One of the goals of the program is to make clear that the work of diversity and inclusion is everyone's responsibility. Therefore, a few of the catalysts may be underrepresented scholars, but most of them will not be. The diversity catalysts should receive training to prepare them for this role.

This is a university-level program, and the university should provide catalysts with at least modest resources to compensate their time and efforts. The university must set realistic expectations for the program's impact and understand that it's a long-term commitment that will not change the climate overnight.

#4 Include the work of diversity and inclusion in the annual review process

To ensure that diversity and inclusion are valued, the annual review process must include an evaluation of a faculty member's work in this area. We should be explicit about the work that is being done and that it is expected of all faculty, not just women and underrepresented minorities.

Annual activity reports for merit raises as well as promotion and tenure materials should include a diversity and inclusion category, or it should be embedded within

other existing categories of evaluation (such as research, teaching, service, engagement, etc.). This is a change that can be made at the department level even if a university drags its feet.

We should also consider how to value and reward graduate students who are doing the work of diversity and inclusion.

#5 Compensate faculty of color in particular for the work of diversity and inclusion

Underrepresented minority faculty subsidize multi-million dollar institutions through their undervalued and often uncompensated work on diversity and inclusion. This must end. Universities must develop mechanisms to acknowledge, recognize, and reward underrepresented minority faculty for the additional work they do to attain a university's diversity and inclusion goals. The business case for diversity makes clear this work should be incentivized and valued.

This strategy will not be easy because questions will arise about how and what to count as the work of diversity and inclusion and what kind of compensation is reasonable. It can be reasonably argued that targeting a program like this toward faculty of color only is problematic; however, if all faculty are eligible, it is likely that the work done by faculty of color (and possibly white women) will be invisible, whereas the work done by white men will be celebrated.

A first step might be to create a set of awards to recognize faculty of color for student mentoring on issues of diversity and inclusion.