FACULTY RECRUITMENT AND RETENTION

APLU Big Ten Faculty Affairs Retreat–June 2023

Moderator: Kathy Bieschke, Vice Provost for Faculty Affairs, Pennsylvania State University
Building on Inclusive Excellence at San Diego State University

Joanna Brooks, AVP Faculty Advancement & Student Success (jmbrooks@sdsu.edu)
About SDSU

112,103
Total Applications

30,960
Total Undergraduate Enrollment

4,763
Total Graduate Enrollment

890 Tenured & Tenure-track faculty + 1132 Lecturers
$164M Research Funding
Post-Proposition 209, SDSU felt limited in its ability to recruit diverse candidates to the following tactics: active search, bias training for committees, or quietly mortgaging future lines to hire identified target of opportunity hires.

In 2015, Black faculty led by Professors Tonika Green and Charles Toombs urged academic leadership to explore ways to bring institutional diversity commitments into the open in a way that aligned with state law.

Academic leadership reviewed peer / aspirationals nationwide, looking closely at how hires were funded / allocated.
The UC Davis Example

- NSF funded CAMPOS program recruited 28 faculty using criteria demonstrating candidate alignment with DEI-B priorities.
Criteria

• Committed to engaging in service with underrepresented populations within the discipline
• Demonstrated knowledge of barriers for underrepresented students and faculty within the discipline
• Experience or demonstrated commitment to teaching and mentoring underrepresented students
• Experience or demonstrated commitment to integrating understanding of underrepresented populations and communities into research
• Experience in or demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
• Experience in or demonstrated commitment to research that engages underrepresented communities
• Expertise or demonstrated commitment to developing expertise in cross-cultural communication and collaboration
• Research interests that contribute to diversity and equal opportunity in higher education
Process

16/17
• Provost and Senate set aside four additional lines for candidates identified in regular searches who met BIE criteria
  + Incentivized all search committees to “try on” criteria, see pools through new lenses
  - Uneven implementation, attempts to “game” the system

19/20
• Provost and Senate extended BIE criteria to all searches
  + Universal participation, supported by broader DEI-B endeavors on campus, use of pool proportionality scans, implicit bias training
  - Learning curve, concern about delays and losing candidates
## Outcomes

<table>
<thead>
<tr>
<th></th>
<th>URF, including non-binary, women in business and STEM, and As-Am men in humanities</th>
<th>URF of color (including Asian-American men in humanities and allied fields)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 start</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Fall 2018 start</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Fall 2019 start</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>Fall 2020 start</td>
<td>60%</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 2021 start</td>
<td>48%</td>
<td>39%</td>
</tr>
<tr>
<td>Fall 2022 start</td>
<td>52%</td>
<td>43%</td>
</tr>
</tbody>
</table>
One challenge of note

- I am an international postdoctoral or PhD student and my academic and professional experience is outside of the US. What kind of diversity activities or evidence can I include in my Diversity Statement?

In the United States, specifically North American histories of colonization, slavery, and exclusion have created systemic, widespread inequities in the life opportunities enjoyed by members of different social groups. As a public-serving institution, SDSU is committed to addressing these inequities. Through the Building on Inclusive Excellence program, we seek to actively recruit faculty who have experience addressing inequities through their work as teachers, researchers / scholars / artists, members of a university community, and public servants. If you are an applicant for a faculty position at SDSU who does not have primary experience working with inequities in a United States context, you are invited to reflect on the systemic, widespread inequities that shape the lives of social groups in the places where you have studied and worked. You may respond to the Building on Inclusive Excellence criteria by sharing your experience in higher education settings working as a teacher, researcher / scholar / artist, a member of the university community, or public servant to address these inequities. While in the US, we often focus on race and ethnicity, your experience may center more around working to address widespread, systemic inequities that impact different social groups on the basis of their gender, regional / provincial culture or background, age, language, class, caste, citizenship / migration status, religion, disability, etc. Please share this experience with us. Whenever possible, provide a demonstrated record of past efforts and evidence of activities.

In addition, most candidates who attend graduate school in the United States have many opportunities to get involved with activities that demonstrate their commitment to equity and inclusion (see above).
More information
SDSU’s Faculty Hiring Guide
BIE website
jmbrooks@sdsu.edu
Washington State University Cluster Hire Program

Katie Cooper, Associate Dean for Faculty, College of Arts & Science (cmcooper@wsu.edu)
Background

- Racism and Social Inequality in the Americas Cluster Hire Program
- Launched in 2020 by Provost Elizabeth Chilton
- Run by Vice Chancellor for Equity and Inclusive Excellence Lisa Guerrero
- Competitive Process for 4-5 Faculty Positions (across departments, colleges, campuses)
Goal

“to build a network of scholars who are committed to conducting research that addresses historical and on-going racism, inequality, and injustice in their diverse fields of specialization—especially those committed to strengthening community-engaged scholarship.

By hiring in a thematic cluster, WSU aims to foster a strong sense of community among these new colleagues, while also ensuring high rates of retention and encouraging collaboration across departmental, college, and campus lines.”
Themes

Programmatic Theme: Racism and Social Inequality in the Americas

- 2020/2021 - Racism and Social Inequality
- 2021/2022 - Health Inequities and Health Justice
- 2022/2023 - Native American and Indigenous Communities
- 2023/2024 - Food and Environmental Justice

~50% of positions selected were from or connected to College of Arts & Sciences
# Process from Proposal to Hire

(Or why my college is so successful)

<table>
<thead>
<tr>
<th>Call for Proposals</th>
<th>Training</th>
<th>Recruitment</th>
<th>Interview</th>
<th>Onboarding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complement existing department/institutional strengths</td>
<td>All search committee members must undergo a series of trainings including on inclusive hiring practices.</td>
<td>Targeted advertisements and invitations to apply.</td>
<td>Meetings with Vice Chancellor of Equity &amp; Inclusive Excellence and other relevant administrators and offices.</td>
<td>Mentoring cohort year-long program with Vice Chancellor of Equity &amp; Inclusive Excellence.</td>
</tr>
<tr>
<td>Collaborative opportunities with local, regional, and national communities of minoritized populations.</td>
<td>Trainings now required for all searches within College of Arts &amp; Sciences.</td>
<td>Inclusive language about program, department, college, and university in ads.</td>
<td>Meeting with Associate Dean for Faculty.</td>
<td></td>
</tr>
<tr>
<td>Advertising &amp; Marketing Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Engaged Scholarship

“As a land-grant institution, the university is particularly interested in hiring scholars who are deeply connected to and integrated into the communities that they study, as a means to build on our strong tradition of engaged and applied scholarship at WSU.“

Intentional Language built in to NOVs, ads, and offer letters. Also in Faculty Manual and College of Arts & Sciences T&P Guidelines.
Mentoring, Cohorts, & Community

• Each cohort spends a year together in regular meetings with both formal training and informal community building.

• Mentoring group has expanded to faculty with overlapping interests/backgrounds.

• Connects faculty across disciplines, departments, colleges, and campuses.
Outcomes

• Hired ~15 awesome new faculty (8 in or affiliated with my college!).

• First cohort will be undergoing third year, pre-tenure intensive review this upcoming academic year.

• The College of Arts & Sciences adopted its own mini-cluster program this past year.
Challenges

• Small Applicant Pools
  • Targeted Recruitment is Important!
  • Don’t be afraid to keep searching.
  • Avoid Over-narrowing Positions

• Competitive Markets
  • Build Strong Long Lists

• Retention
  • Need for community building at the college/department level.

• Culture Change
  • Assessing Community-Engaged Scholarship may be new for existing faculty - they’ll need help.
More Information

Lisa Guerrero - laguerre@wsu.edu
Katie Cooper - cmcooper@wsu.edu
Leveraging Dual Career Programs to Increase Recruitment Success
The university is in the twin cities of Champaign and Urbana (total population 207,000) in east-central Illinois. Situated about 140 miles south of Chicago, 125 miles west of Indianapolis, and 180 miles northeast of St. Louis.
OFFICE OF THE PROVOST

1990
• Dual Career Funding Model forms under Provost Communication 8

2013
• First dedicated personnel hired to facilitate the program

2019
• Program expands to provide funding for all on-campus employment classifications for partners of Tenure System Faculty

2020
• Program adds social on-boarding programs, expands community engagement and best practice training for high level recruitment on campus
OFFICE OF THE PROVOST

SALARY SHARING

1/3 Provost

Base Salary

1/3 Partner Unit

1/3 Primary Unit
OFFICE OF THE PROVOST

DUAL CAREER PROCESS

Connect
- Goals
- Expectations
- Timing

Prep
- Materials
- Interviews
- Strategy

Network
- Outreach
- Leads
- Intros
- Events

Place
- Ultimate Goal
OFFICE OF THE PROVOST

RECRUITMENT STAGES

- Welcome to the family
- Resources
- Assistance
- What is missing?
- Are we able to help?

- Show what University and Community offer
- Educate
- Share
- Advocate

- Offer Accepted
  - Welcome to the family
  - Resources
  - Assistance

- Offer Extended

- Pre-Offer
Faculty Candidate

Demographics

Culture

Family

Interests
Stakeholder Buy In
- Policy & Process
- 2-way street
- Funding limitations
- Out of sight out of mind

Challenging Clients
- Work Authorization
- Salary Expectations
- Industry Sector Limits
- Education vs. Experience
- Repeat Customers

Retention
- Short turn around
- More than just a job
MAKE IT
CHAMPAIGN
URBANA
AMBASSADORS

Ambassadors have a strong network and knowledge of the Champaign-Urbana area and stand ready to answer questions, share experiences, and ensure a smooth transition into our community.

OULAY HARVEY
ALEJANDRO SUNÉ
ANDREA R. JAKE
DARIUS WHITE
Contact Information

Dana Cohen
Director of Faculty Recruitment
dfcohen2@illinois.edu
217-244-7198