

**Report on Recruitment and Retention of Diverse Faculty  
Diversity Champions**

**Submitted to Provost David Manderscheid**

**September 26, 2018**

After receiving our official charge to study and offer recommendations for best practices in recruiting and retaining diverse faculty and to study and offer recommendations for accountability measures for deans and unit/department heads from UT's Interim Provost and Senior Vice Chancellor John Zomchick, the UT Diversity Champions engaged in a collaborative examination of the phenomenon of recruiting and retaining a diverse and inclusive faculty at our institution and at peer and aspirational universities.

Based upon formal and informal conversations with college and campus leaders at the annual Academic Leadership Retreat in August 2017, internal examinations of each college based upon formal and informal dialogues with faculty members and administrators and analysis of existing data related to recruitment and retention, analysis of COACHE Survey data, formal and informal conversations with leaders and analysis of data from offices of diversity at peer and aspirational universities, analysis of related research and materials published in *Inside Higher Ed*, the *Chronicle of Higher Education*, and *Insight into Diversity*, we collaborated in constructing recommendations and best practices offered in the following documents:

- 1) Recommendations for Strategies to Increase Diversity & Inclusion in Faculty Recruitment and Retention;
- 2) Best Practices for Recruiting and Retaining a Diverse, Equitable, and Inclusive University Faculty;
- 3) Measuring Success of the Implementation of Recruitment and Retention Initiatives by UT Deans, Department Heads, and Other College Leaders;
- 4) Annual Narrative Report Template to Document the Efforts of Deans, Directors, and Department Heads Toward the Recruitment and Retention of Diverse Faculty.

We now offer this packet as a set of recommendations for consideration by the Office of the Provost in fulfillment of our charge by Interim Provost John Zomchick. We thank you for

giving us an opportunity to contribute to meaningful change on UT's campus, and we look forward to engaging in continuing dialogue related to this vital matter.

Sincerely,

The Diversity Champions

Lori Amber Roessner (Chair; College of Communication & Information)

Brian Ambroziak (College of Architecture & Design)

Shandra Forrest-Bank (College of Social Work)

Angie Batey (College of Arts & Sciences)

Michael Jones (College of Veterinary Medicine)

Dorian McCoy (College of Education, Health, & Human Sciences)

June McElhaney (College of Agricultural Sciences & Natural Resources)

Thura Mack (University Library)

Sandy Mixer (College of Nursing)

Lynne Parker (Tickle College of Engineering)

Tyvi Small (Haslam College of Business)

Valorie Vojdik (College of Law)

Matthew Theriot (Office of the Provost)

## **RECOMMENDATIONS FOR STRATEGIES TO INCREASE DIVERSITY & INCLUSION IN FACULTY RECRUITMENT AND RETENTION**

This document represents the Diversity Champion's collaborative recommendations for possible implementation by the provost and chancellor. Based upon our research, these strategies are expected to enhance the recruitment and retention of diverse faculty.

### **Elevate Diversity & Inclusion to a Grand Challenge**

#### *Recommendations to the Chancellor*

- Make issues of diversity (gender, race, ethnicity, economic status, etc.) & inclusion a focus of the University's Grand Challenges and market this challenge equitably with other identified Grand Challenges (e.g., cluster hires). Apply this "Diversity Challenge" in research, scholarship, creative achievement, and engaged scholarship and encourage integration of such issues into coursework.
- Institute an Office of Strategic Initiatives at the University-level that provides oversight, best practices, and collaboration with Diversity Advocates in individual colleges.

#### *Recommendations to the Provost*

- Implement creative cost-sharing models across colleges and units in Academic Affairs to develop positions, such as Directors of Outreach, Engagement, & Diversity & Inclusion.
- Require Colleges, Schools, Departments, and Units to have statements in their bylaws that reflect a commitment to diversity and inclusion.
- Require all Colleges, Schools, Departments and Units to submit annual diversity and civility plans.

### **Enhance Strategic Recruitment & Hiring Initiatives**

- Continue to enhance and promote recruitment and hiring initiatives. Existing examples are: The Future Faculty Program, which brings prospective faculty from underrepresented populations to campus to participate in professional development programming and to learn about possible employment opportunities; the Target of Opportunity Faculty Hire Program (TOP; in Arts & Sciences), which provides a framework and funding mechanism for the recruitment of faculty who meet identified needs within the university; and the spousal and domestic partner hiring initiative, which provides a framework for the recruitment of outstanding faculty candidates whose spouses or domestic partners also are recruited to faculty positions on the Knoxville campus. A specific recommendation is to require that one third of all new hires be identified through the Target of Opportunity Faculty Hire Program.

## **Implement Mindful Job Search Processes**

- Revise all faculty search documents, such as the request to search, the narrative summary, and the request to make offer forms, to reflect best-practice recommendations forwarded by the committee and the university's commitment to diversity and inclusion.
- Continue to require that all members of all search committees participate in STRIDE training and to update and enhance the training.
- Require that all search committees have written in the description of the objectives and guidelines for the committee that:
  - Assert the assumption of the University that hiring diverse faculty is the best way to support the University's mission of scholarly excellence and to provide the best environment and support for student success.
  - State that it is an important objective for search committees to address the University and individual unit missions to increase diversity of faculty.
  - Explain the potential for search committees to engage unintentionally in discriminatory practices if they do not consider their own potential bias and intentionally seek to have diverse candidate pools.
  - Indicate the current benchmarks stated in the individual unit's strategic plans for increased diversity of faculty.
  - Outline best-practice guidelines for writing job descriptions and conducting searches that are likely to enhance diversity (and/or provide links to resources).
  - Require a diversity advocate on every search committee who has a direct communication channel with the dean's level, as appropriate. Provide diversity advocates with additional continued education related to diversity & inclusion.

## **Expect & Reward Research, Teaching & Service Related to Diversity, Equity, and Inclusion**

- Encourage and promote new scholarly initiatives that reflect or advance diversity and inclusion in the curriculum and in faculty research and scholarship.
- Include expectations that all deans, department heads, and directors seek to annually advance diversity and inclusion in their units and require a written description of contributions in the documents assessed for the annual performance and planning review.
- Recognize faculty member contributions to advance diversity and inclusion and credit them as a part of the annual performance and planning review.

## **Conduct Regular Climate Survey**

- Utilize existing climate survey, such as COACHE and Modern Think, at regular intervals and conduct focus groups with faculty from underrepresented populations.
  - Ask questions about the effectiveness of recruitment and retention strategies.
  - Provide incentives for participation.
  - Consider ways to encourage and fund faculty with related research objectives to help conduct the surveys and analyze the findings while addressing research interests.

## **Create Dialogue Related to Cultural Competence Across Campus<sup>1</sup>**

- Enhance programs that create dialogue related to cultural competence, such as Play It Out, a pilot program that models civil and inclusive social interactions.
- Introduce dialogue related to cultural awareness in the orientation for new faculty that addresses topics such as:
  - Information about the cultures and religions represented among faculty and students;
  - LGBTQ concepts and experiences;
  - Trauma-informed culture and climate;
  - Recognition and understanding the impacts of microaggressions;
  - Best practices for difficult dialogues in the classroom;
  - Incorporating culturally-responsive teaching strategies and materials;
  - Why diversity of faculty enhances student learning.

## **Enhance and Promote Mentoring Initiatives**

- Assign mentors to new hires in the home department upon job offer. Automatically enroll new hires in the provost's faculty mentoring program.
- Continue to enhance and promote faculty mentoring programs established by the Provost's Office.
- Provide guidelines and structure for mentoring processes that are proactive and structured so they monitor and support new faculty progress.

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<sup>1</sup> Cultural competence involves: Cultural Awareness (affective dimension); Cultural Sensitivity (attitudinal dimension); Cultural Knowledge (cognitive dimension); Cultural Skills (behavior dimension); Cultural Desire (commitment-passion-caring); Cultural Humility; Sacred Encounter; and Life-long Commitment. Campinha-Bacote. J. (2005). "A Biblically-Based Model of Cultural Competence." *Journal of Multicultural Nursing & Health*, 11(2),16-22; Rew, L. et al., (2003) "Measuring Cultural Awareness in Nursing Students," *Journal of Nursing Education* 42(6): 249-57.

## BEST PRACTICES FOR RECRUITING AND RETAINING A DIVERSE, EQUITABLE & INCLUSIVE UNIVERSITY FACULTY<sup>2</sup>

### Recruitment

#### 1. Engage in mindful, strategic recruitment by:

- a. Anticipating the opening to ensure that the individual unit has ample opportunity to engage in an inclusive search that identifies diverse candidates;
- b. Promoting the expectation that all faculty members will take ownership of their ongoing role in identifying and/or recruiting diverse faculty to their unit, demonstrated by their active and regular participation in reaching out to diverse candidates for future faculty positions during their external academic activities. This will involve the expectation that faculty regularly engage in identifying potential future faculty candidates when traveling to conferences, visiting other universities, etc., and that they report back to the recruiting coordinator (or unit/department head) the names of these potential future faculty candidates;
- c. Creating and fostering robust networks with professional organizations and/or personal networks of faculty at other universities (e.g., SEC schools, or schools with similar academic programs) for the purpose of identifying diverse candidates for faculty positions at UTK. Departments might require faculty search committees to make personal contacts with these networks to identify diverse candidates, and then reach out to those candidates to encourage them to apply;
- d. Establishing a database (“talent bank”) by utilizing professional organizations that help identify potential candidates as they become available;
- e. Building and maintaining relationships with potential candidates;
- f. Utilizing University/College initiatives;

#### Examples:

- i. The Target of Opportunity Faculty Hire Program (TOP), which provides a framework and funding mechanism for the recruitment of faculty who meet identified needs within the university. This includes individuals who offer diversity in areas where underrepresentation exists or who bring a unique or different perspective because of their professional or personal backgrounds, interests, or expertise. Faculty hired in the TOP program are outstanding in their field. Their materials are vetted rigorously.
- ii. Spousal and Domestic Partner Hires Initiative, which provides a framework for the recruitment of outstanding faculty candidates whose spouses or domestic partners also are recruited to faculty positions on the Knoxville campus. A number of college/units have been enriched by this program.
- iii. The Future Faculty Program, which is a diversity recruitment program which brings prospective faculty from underrepresented populations to

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<sup>2</sup> Research reveals that recruitment and retention efforts are inextricably intertwined and must go hand in hand (Brothers, 2017, [https://prezi.com/bq59sbzw-qf/best-practices-in-recruiting-diverse-faculty/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/bq59sbzw-qf/best-practices-in-recruiting-diverse-faculty/?utm_campaign=share&utm_medium=copy)).

campus to participate in professional development programming and to learn about possible employment opportunities.

**2. Engage in mindful, strategic establishment of the search committee by:**

- a. Requiring that all search committees have written in the description of the objectives and guidelines for the committee that:
  - i. Asserts the assumption of the University that hiring diverse faculty is the best way to support the University's mission of scholarly excellence and to provide the best environment and support for student success;
  - ii. States that it is an important objective for search committees to address the University and individual unit missions to increase diversity of faculty;
  - iii. Explains the potential for search committees to engage unintentionally in discriminatory practices if they do not consider their own potential bias and intentionally seek to have diverse candidate pools;
  - iv. Indicates the current benchmarks stated in the individual unit's strategic plans for increased diversity of faculty;
  - v. Outlines best practice guidelines for writing job descriptions and conducting searches that are likely to enhance diversity (and/or provide links to resources);
- b. Complying with UT policy requiring all members of the search committee participate in the STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) training. STRIDE's mission is to increase excellence and diversity by improving faculty-hiring processes that seek to attract and retain the best possible candidates. STRIDE uses peer-to-peer instruction about academic research on bias and diversity, and the activities are led by a committee of faculty. By participating in STRIDE workshops, our faculty search committees become more aware of unintentional bias during the search process;
- c. Encouraging search committees to seek out training opportunities to enhance their cultural competence;<sup>3</sup>
- d. Designating a Diversity Advocate for every job search committee. Although all members of faculty search committees are expected to be broadly supportive of the University's efforts to recruit and retain a diverse and inclusive workforce, the Diversity Advocate is charged with ensuring that the University's commitment to diversity and inclusion is put into practice. Search committee Diversity Advocates help guide the search committee to make certain the process is free of bias, prejudice, or stereotyping in all portions of the search, from the vetting of curriculum vitae to the offer of employment.

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<sup>3</sup> Cultural competence involves: Cultural Awareness (affective dimension); Cultural Sensitivity (attitudinal dimension); Cultural Knowledge (cognitive dimension); Cultural Skills (behavior dimension); Cultural Desire (commitment-passion-caring); Cultural Humility; Sacred Encounter; and Life-long Commitment. Campinha-Bacote. J. (2005). "A Biblically-Based Model of Cultural Competence." *Journal of Multicultural Nursing & Health*, 11(2),16-22; Rew, L. et al., (2003) "Measuring Cultural Awareness in Nursing Students," *Journal of Nursing Education* 42(6): 249-257.

**3. Engage in mindful, strategic development and notice of the job announcement by:**

- a. Ensuring that job descriptions are written so they are welcoming to underrepresented candidates. There are many fields where the candidates are populated by people of majority, and people who are not in the majority may have interests that are not 100 percent shared with a majority group. While each position will have concrete needs within an individual unit, if the position descriptions are written in a conventional, outdated manner, we may be unknowingly sending a message that underrepresented candidates need not apply;
- b. Evaluating sample narratives from search committees of individual units that have been successful in generating diverse candidate pools. These narratives can provide individual units with strategies for recruitment at the beginning and during the search process. (Example of sample language: Consistent with the mission of the Department of Theory and Practice in Teacher Education, we aspire to promote and support educational equity in our public schools. Our aim is to prepare teacher candidates who recognize, accept, and embrace their responsibility to serve all children effectively. We seek to add to our core team of faculty someone committed to educational equity and the promotion of social justice through education.);
- c. Providing information on the makeup of the student population and/or some information on goals that identify commitment to diversity;  
Examples:
  - i. The university has a student body of more than 25,000 undergraduate, graduate, and professional students. The student body is comprised of 36 percent of students of color and 1,544 international students from 125 countries.
  - ii. The university/individual unit places a high priority on fostering an environment supportive of the promotion of racial/ethnic and gender/sexual orientation minorities, women, and persons with disabilities.
  - iii. The university/individual unit seeks to create a work environment and organizational culture that reflects the diverse society and community in which it is located.
  - iv. The university/individual unit strives to promote a climate that supports the success of every employee by appreciating the uniqueness that each one brings to the workplace.
  - v. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the university/individual unit actively encourages applications from members of all groups underrepresented in higher education.
- d. Writing job qualifications that are specific and flexible to reduce the risk of disqualifying candidates due to unrecognized bias and tendency toward homogeneity. Take care not to develop requirements that either exclude minority

candidates during the search and screening process or discourage candidates from applying when they read a position announcement;

Examples:

- i. Research program that focuses on issues relevant to minority populations.
  - ii. Ability to work effectively with diverse populations.
  - iii. Preference will be given to candidates who are able to teach courses that integrate minority content and issues.
- e. Encouraging or requiring all candidates to include a diversity & inclusion statement alongside other job application materials, such as cover letter, CV, references, teaching statements, etc.
- f. Conveying job responsibilities that inform potential applicants of the program's genuine interest in expertise brought to the workplace that helps achieve a more culturally-diverse academic environment;
- Examples:
- i. Develop courses that incorporate issues of ethnic diversity.
  - ii. Work with and advise students representing various ethnic and cultural backgrounds.
  - iii. Mentor African-American, Latinx, or Native American students.
- g. Advertising the job announcement in traditional and nontraditional venues, including professional organizations, personal networks, and talent banks;
- h. Thinking reflexively about the process. Document the above efforts and any resulting interviews. Ask applicant where they learned about the position.

**4. Engage in mindful, strategic execution of job search by:**

- a. Ensuring that faculty search committees engage in the holistic evaluation of faculty candidates, beyond quantifiable measures such as number of publications or ranking of graduate-degree program, to broader issues of the candidate's potential contributions to the university, to include diversity (defined broadly), leadership potential, etc. All faculty search committees should regularly engage in the evaluation of the broader potential contributions of faculty candidates, and include candidates in the hiring pools that could contribute to diversity goals (defined broadly), leadership roles, etc. They should:
  - i. Avoid the privileging of PhDs from elite institutions.
  - ii. Recognize that career paths for underrepresented populations may vary in comparison to majority candidates. Discuss how candidates might not appear as strong on paper due to systemic discrimination and/or past discriminatory experiences.
  - iii. Consider how alternative work history could provide enough experience for applicants to assume a position, and allow for it in language in job descriptions.
  - iv. Consider if candidates have potential that, with support and mentoring, could develop the ingredients of a successful faculty member;

- b. Broadening networks and creating pipelines; working within professional organizations and asking for recommendations; providing template emails to all faculty members to reach out to their networks;
- c. Being prepared to respond to questions from candidates who do not share the same background with the search committee. During the search process each candidate is assessing the University as much as we are assessing them. The search committee needs to anticipate questions that may come up regarding Knoxville, communities, schools, food options, cultural climate, different neighborhoods, etc. If the search committee does not have the answers, then they should be prepared to provide names of people who they can contact;
- d. Using Zoom and other virtual technology to host interested faculty and student applicants so that they can meet with and talk about their needs and what the individual unit, college, and university has to offer;
- e. Profiling diverse faculty and staff and spotlighting their work in 30 to 45-second video clips that consider their experiences at UT and rewarding their willingness to be contacted by interested applicants;
- f. Preparing a set of brochures that provide all candidates with benefits information, leave policies, etc. While this information may be open to the public, don't expect that candidates would ask. Figure out how the search committee can be welcoming to all with small gestures and apply the gestures consistently;
- g. Engaging community members and organizations when appropriate that can welcome/plug diverse candidates into the Knoxville community (e.g., invite to candidate lunch);
- h. Requiring a narrative after the search to create greater awareness and accountability of recruitment process.

## Retention

### 1. Engage in mindful, strategic retention by:

- a. Developing an Individual Unit/Department/School/College Culture that Values Diversity, Fosters Inclusivity, and Can Engage in Difficult Dialogues:
  - i. Engage in discussions initiated by college leaders and/or faculty and staff about the importance and value of increasing diversity and fostering inclusion;
  - ii. Discuss the potential to perpetuate discrimination among colleagues and toward students if we do not engage intentionally in increased awareness and training to avoid it. Acknowledge that it is not at all unusual to experience difficulties when raising the issue of increasing diversity and fostering an inclusive culture but that avoiding engagement in such discussions may serve to facilitate systemic oppression;
  - iii. Talk as a faculty about specific incidents and issues of bias that arise and provide support to address such issues in a collaborative manner;
  - iv. Create a space for faculty to discuss and/or report challenges in the workplace without fear of retribution and expectation that there is a desire to improve such dynamics;
- b. Promoting and Enhancing Mentoring & Networking Initiatives:
  - i. Encourage participation in the Faculty Mentoring Program offered by the Office of the Provost. Make sure that all eligible candidates are submitted for consideration and that the process is as proactive as possible;
  - ii. Provide guidelines and structure for mentoring processes that are proactive and structured so they monitor and support new faculty progress;
  - iii. Organize individual unit/department/school/college-specific cohorts of faculty at a similar career stage and provide facilitated discussions to identify strategies for addressing common challenges. The College of Arts & Sciences Mentoring Matrix Program for Female Faculty, for instance, is a program that began in fall 2016. This program places interested female, tenure-stream faculty into a mentoring matrix of five colleagues. Each matrix ideally includes women at each rank, often from similar disciplines (but all members of a matrix will be from differing units). Each has one member who serves as a coordinator and is responsible for facilitating meetings of the matrix and promotes the active participation and involvement of its members. Research has demonstrated that female faculty who are actively involved in mentoring “constellations” or “matrices” report greater personal and job satisfaction than female faculty in a traditional “one-on-one” mentoring relationship or those with no formal mentoring relationships. These mentoring matrices are not meant to replace the mentoring relationship(s) that our female faculty already have established, but are intended to complement and add value to mentoring activities already underway in the College. No

member of a matrix has any evaluative power over any other member in the same matrix, and participation is strictly voluntary. Each Mentoring Matrix meets over dinner or lunch at a restaurant or at a participant's home twice a semester (at the College's expense);

- iv. Individual units and/or colleges foster a climate of inclusion through networking, social activities, academic retreats, etc., which enable faculty to build a community of peers that engage with each other and the broader university, to create a sense of belonging and ownership in making their academic unit inclusive and welcoming to all;
  - v. Consider creating cross-departmental networking groups. Often times underrepresented faculty represent a small group within their own individual units and are more likely to feel welcomed if connected with other underrepresented faculty in other units. Faculty also will need help finding the time to engage in networking engagement, meaning, something may need to come off their plate to spend time networking;
- c. Facilitating a Pathway to Success and Leadership for All Faculty:
- i. Take advantage of programs such as the National Council for Faculty Development and Diversity (NCFDD) which has a host of tools to help support faculty and build on various aspects of their program such as: writing buddies/mentors; presentations & programs about topics chosen by faculty; organizing writing groups and retreats; and financial support for new faculty to participate in the NCFDD Faculty Success Program, a 12-week boot camp focused on increasing productivity and work-life balance;
  - ii. Organize research groups for people with similar research interests;
  - iii. Explain and provide an understanding of college governance and practices early in each faculty's career;
  - iv. Encourage faculty to employ current research trends and opportunities, such as grant writing, instruction, etc.;
  - v. Help faculty become fluent with emerging technology and software. Diverse faculty should be able to showcase their cultural strengths;
  - vi. Provide diverse faculty with leadership opportunities, which will encourage their investment in the university, and help ensure that they remain through the tenure phase and beyond;

For example:

1. Identify and reach out to diverse faculty who may be interested in leadership positions at the university or at the local, regional, national, and international levels and invite them to apply;
2. Encourage diverse faculty to seek leadership roles in their national organizations and associations;
3. Established faculty should recruit junior faculty to collaborate on research projects;

4. Encourage and support opportunities for faculty to do international presentations and research studies;
- d. Incorporating Diversity Advocates or Ombudspersons:
    - i. Create mechanisms (identify responsible persons – fund) within each college/individual unit/department for determining, tracking, evaluating, and reporting specific diversity and inclusion initiatives and metrics.
    - ii. These individuals would agree to serve in two-year terms, and in this capacity would serve as the Diversity Advocate on all job search committees, as an ally to all diverse faculty members, and as a champion of an inclusive atmosphere;
  - e. Monitoring and Correcting Existing Disparities:
    - i. Examine whether there are salary inequities across faculty groups. Acknowledge that unintentional implicit bias can take a role in faculty performance evaluations. If there are discrepancies in salary that cannot be explained by performance issues alone, then the issue needs to be addressed with college leaders;
    - ii. While service is not given credit as much as research and teaching, continue effort to document service load for all faculty. If there is unintentional yet inequitable service load across groups of faculty then something needs to be decided at individual unit/department/college level to address the matter. For instance, data from UT indicates that female faculty engage in more service than men, and this can have a negative impact on their ability to do scholarship and research. To eradicate this disparity, each individual unit and the university should document the service load for all faculty;
  - f. Conducting Regular Climate Surveys:
    - i. Conduct an annual (or biannual) climate survey and conduct focus groups with faculty from underrepresented groups;
    - ii. Ask questions about the effectiveness of recruitment and retention strategies;
    - iii. Provide incentives for participation;
    - iv. Consider ways to encourage and fund faculty with related research objectives to help conduct the surveys and analyze the findings while addressing research interests;
  - g. Offering Cultural Competence Training:
    - i. Add cultural competence training to the orientation for new faculty to address:
      1. Information about the cultures and religions represented among faculty and students;
      2. LGBTQ concepts and experiences;
      3. Trauma-informed culture and climate;
      4. Recognizing and understanding impacts of microaggressions;
      5. Best practices for difficult dialogues in the classroom;

6. Incorporating culturally-responsive teaching strategies and materials;
  7. Why diversity of faculty is better for student learning;
- ii. Create expectation that each college/department/individual unit would send a percentage of faculty to the annual *Collaborators for Change Diversity Summit* held every year by the Chancellor's Council for Diversity and Interculturalism;
- h. Rewarding Commitment to Diversity, Equity, and Inclusion:
- i. Include expectations of contributions to diversity and inclusivity in promotion and tenure requirements, and require written description of contributions in the documents assessed for performance evaluation and promotion and tenure. Here is an example of one posted online ([http://www.pgbovine.net/apps/faculty-2015/pguo-diversity-statement\\_2015.pdf](http://www.pgbovine.net/apps/faculty-2015/pguo-diversity-statement_2015.pdf)).
  - ii. Emphasize outreach and engagement as criteria for tenure and promotion.
  - iii. Place emphasis on the diverse fabric of Knoxville to avoid isolating faculty members in university only communities (silos).

## MEASURING SUCCESS OF THE IMPLEMENTATION OF RECRUITMENT AND RETENTION INITIATIVES BY UT DEANS, DEPARTMENT HEADS, AND OTHER COLLEGE LEADERS<sup>4</sup>

### Potential Accountability Mechanisms

- Deans, department heads, and other college leaders should compile and report on strides toward the recruitment and retention of diverse faculty in their annual performance and planning reviews. The report should include:
  - Efforts made to identify and hire diverse faculty;
  - Efforts made to identify diverse faculty who are interested in leadership positions;
  - Efforts made to encourage and promote leadership opportunities for diverse faculty;
  - Efforts made to distribute leadership opportunities/positions within the department (e.g., committee chairs, faculty representatives on university and outside committees/organizations);
  - Efforts to identify and address salary disparities;
  - Efforts made to distribute service work among faculty members and efforts to equitably distribute service responsibilities;
  - Efforts to promote diversity and inclusivity through programmatic initiatives.
  
- College leaders should construct an annual plan created with the faculty to improve diversity and inclusion in the college/unit/department that (a) assesses the short and long-term needs of the department, (b) identifies specific steps or actions that will be taken in the short and long term to meet those needs, (c) compares the state of diversity/inclusion at the department/unit/college to selected peer institutions. [For example, departments could compare the percentage of diverse faculty at different levels ( untenured, tenured, associate, full, etc.), the percentage of new faculty hires who are diverse, the number of curricular offerings that reflect the values of diversity/inclusion within the discipline, and any new initiatives or programs that promote diversity/inclusion. This would encourage college leaders to think about what else UT could do to promote diversity in a proactive fashion]. This plan should be delivered to the provost on an annual basis.

### Potential Outcome Measures

- Each college, department defines diversity specifically for the unit and ratifies the definition by the majority of faculty within the next year.
- All faculty and staff participates in STRIDE training.
- Year-over-year improvement in recruitment and retention data, such as percentage of applicants from diverse backgrounds, improvement in climate study outcomes, and percentage of participation in programmatic efforts.
- Implementation of recommendations in best-practices documents.

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<sup>4</sup> Members of the Diversity Champions are not experts in assessment; therefore, this document should be considered a recommended starting point for UT's administration to create a culture of accountability related to diversity recruitment and retention efforts and to measure success in those areas.

## **Best Practices for Achieving Accountability in Recruiting Diverse Faculty**

### **(By Position/Role)**

#### **Office of the Chancellor**

- Hold the Office of the Provost accountable for promoting and monitoring the recruitment of a diverse and inclusive faculty.

#### **Office of the Provost**

- Promote the recruitment of a diverse and inclusive faculty by continued enhancement of recruitment and hiring initiatives, such as the Future Faculty Program, the Target of Opportunity Faculty Hiring Program, and spousal/domestic partner hiring initiatives.
- Promote and monitor the recruitment of a diverse and inclusive faculty through the job search process:
  - Confirm that the request to search document reflects the department/unit's commitment to diversity & inclusion;
  - Hold Deans/Department Heads accountable for constructing a job search charge that reflects the department/unit's commitment to diversity & inclusion; for engaging in best practices to develop an inclusive job description; for confirming that the job announcement was advertised in channels that reach diverse populations and for confirming that all search committee members have completed STRIDE training;
  - Confirm that the narrative summary provided to OED reflected a diverse pool of candidates based upon National Center for Education Statistics' CIP data;
  - Confirm that the post-search narrative included a holistic analysis of how each candidate contributes to diversity, reflected a demonstrated commitment to diversity by all parties throughout the search process, and included a reflexive analysis of additional efforts taken to ensure the promotion of diversity in hiring.

#### **Dean**

- Utilize recruitment and hiring initiatives, such as the Future Faculty Program, the Target of Opportunity Faculty Hiring Program, and spousal/domestic partner hiring initiatives.
- Promote and monitor the recruitment of a diverse and inclusive faculty through the job search process:
  - Confirm that the request to search document reflects the department/unit's commitment to diversity & inclusion;
  - Hold Department Heads accountable for constructing a job search charge that reflects the department/unit's commitment to diversity & inclusion; for engaging in best practices to develop an inclusive job description; for confirming that the job announcement was advertised in channels that

reach diverse populations and for confirming that all search committee members have completed STRIDE training; for confirming that the search committee represents a diverse and inclusive cross-section of the department/unit;

- Confirm that the narrative summary provided to OED reflected a diverse pool of candidates based upon National Center for Education Statistics CIP data;
- Confirm that the post-search narrative included a holistic analysis of how each candidate contributes to diversity, reflected a demonstrated commitment to diversity by all parties throughout the search process, and included a reflexive analysis of additional efforts taken to ensure the promotion of diversity in hiring.

### **Department/Unit Head**

- Recommend the utilization of recruitment and hiring initiatives, such as the Future Faculty Program, the Target of Opportunity Faculty Hiring Program, and spousal/domestic partner hiring initiatives.
- Promote and monitor the recruitment of a diverse and inclusive faculty through the job search process:
  - Confirm that the request to search document reflects the department/unit's commitment to diversity & inclusion;
  - Generate a job search charge that reflects the department/unit's commitment to diversity & inclusion and that might better promote the hire of a diverse candidate;
  - Generate an inclusive job description by following best-practices described by the University of Tennessee's Diversity Champions;
  - Advertise the job announcement in channels that reach diverse populations;
  - Confirm that all search committee members have completed STRIDE training;
  - Establish a search committee that represents a diverse and inclusive cross-section of the department/unit;
  - Generate a narrative summary provided to the Dean, OED and the Office of the Provost that reports diversity of the pool of candidates based upon National Center for Education Statistics CIP data or valid alternative sources;
  - Generate a post-search narrative that includes a holistic analysis of how each candidate contributes to diversity and indicates a demonstrated commitment to diversity by all parties throughout the search process.

### **Diversity Advocate**

- Recommend the utilization of recruitment and hiring initiatives, such as the Future Faculty Program, the Target of Opportunity Faculty Hiring Program, and spousal/domestic partner hiring initiatives.

- Promote and monitor the recruitment of a diverse and inclusive faculty through the job search process:
  - Ensure the Implementation of a Mindful Job Search Process, as outlined in the University of Tennessee’s Diversity Champion’s Report on Recruitment and Retention of Diverse Faculty;
  - Participate in Post-STRIDE Training related to diversity and inclusion;
  - Assist in generating an inclusive job description by following best-practices outlined in the University of Tennessee’s Diversity Champion’s Report on Recruitment and Retention of Diverse Faculty;
  - Assist in placing the job announcement advertisement in channels that reach diverse populations;
  - Confirm that all search committee members have completed STRIDE training;
  - Ensure that faculty search committees engage in the holistic evaluation of faculty candidates, beyond quantifiable measures such as number of publications or ranking of graduate-degree program, to broader issues of the candidate’s potential contributions to the university, to include diversity (defined broadly), leadership potential, etc.;
  - Assist in establishing a search committee that represents a diverse and inclusive cross-section of the department/unit;
  - Assist in generating a narrative summary provided to the Dean, OED, and the Office of the Provost that reports diversity of the pool of candidates based upon National Center for Education Statistics CIP data or valid alternative sources;
  - Act as an ombudsperson to ensure the process is free of bias, prejudice, or stereotyping in all stages of the search, from the vetting of curriculum vitae to the offer of employment;
  - Be prepared to use your direct line with your department head, dean, and Office of the Provost to ensure that the job search process has maintained the University’s commitment to diversity and inclusion;
  - Assist in generating a post-search narrative that indicates how all parties demonstrated a commitment to diversity throughout the search process.

### **Search Chair**

- Recommend the utilization of recruitment and hiring initiatives, such as the Future Faculty Program, the Target of Opportunity Faculty Hiring Program, and spousal/domestic partner hiring initiatives.
- Promote, engage, and monitor the recruitment of a diverse and inclusive faculty through the job search process:
  - Implement a Mindful Job Search Process, as outlined in the University of Tennessee’s Diversity Champion’s Report on Recruitment and Retention of Diverse Faculty;
  - Assist in generating an inclusive job description by following best-practices outlined in the University of Tennessee’s Diversity Champion’s Report on Recruitment and Retention of Diverse Faculty;

- Assist in placing the job announcement advertisement in channels that reach diverse populations;
- Confirm that all search committee members have completed STRIDE training;
- Ensure that faculty search committees engage in the holistic evaluation of faculty candidates, beyond quantifiable measures such as number of publications or ranking of graduate-degree program, to broader issues of the candidate's potential contributions to the university, to include diversity (defined broadly), leadership potential, etc.
- Assist in generating a narrative summary provided to the Dean, OED, and the Office of the Provost that reports diversity of the pool of candidates based upon National Center for Education Statistics CIP data or valid alternative sources;
- Assist in generating a post-search narrative that indicates how all parties demonstrated a commitment to diversity throughout the search process.

### **Search Committee Member**

- Engage in the recruitment of a diverse and inclusive faculty through the job search process:
  - Engage in a Mindful Job Search Process, as outlined in the University of Tennessee's Diversity Champion's Report on Recruitment and Retention of Diverse Faculty;
  - Assist in generating an inclusive job description by following best-practices outlined in the University of Tennessee's Diversity Champion's Report on Recruitment and Retention of Diverse Faculty;
  - Assist in placing the job announcement advertisement in channels that reach diverse populations;
  - Complete STRIDE training;
  - Engage in the holistic evaluation of faculty candidates, beyond quantifiable measures such as number of publications or ranking of graduate-degree program, to broader issues of the candidate's potential contributions to the university, to include diversity (defined broadly), leadership potential, etc.
  - Assist in generating a narrative summary provided to the Dean, OED, and the Office of the Provost that reports diversity of the pool of candidates based upon National Center for Education Statistics CIP data or valid alternative sources;
  - Assist in generating a post-search narrative that indicates how all parties demonstrated a commitment to diversity throughout the search process.

### **All Faculty Members**

- Engage in the recruitment of a diverse and inclusive faculty through the job search process:

- Assist in recruiting diverse and inclusive faculty members by circulating job announcements within professional organizations and personal networks.
- Create an inviting university climate for everyone.

**Annual Narrative Report Template**  
**To Document the Efforts of Deans, Directors, and Department Heads**  
**Toward the Recruitment and Retention of Diverse Faculty<sup>5</sup>**

<b>Beginning Diversity Competency</b>	<b>Approaches Diversity Competency</b>	<b>Achieves Diversity Competency</b>	<b>Diversity Outcomes</b>
Identifies available campus, local, and national diversity resources	Appoints an in-house diversity trainer to identify and organize diversity training resources	Offers regular diversity training, workshops, etc.	<b>Offer diversity training, learning workshops, seminars, etc. (i.e. STRIDE Training)</b>
Does not currently have a diversity recruitment & retention plan	Creates a diversity plan and hiring goal	Sets short- and long-term retention goals	<b>Presence of more diverse personnel in the college or unit</b>
Identifies current diversity trends in the workplace	Identifies a consistent venue or medium for sharing diversity and cultural updates	Utilizes college communication channels to educate the college or unit/department about current diversity trends	<b>Remain current in diversity trends in the college or unit/departmental field</b>
Does not currently produce diversity reports	Produces diversity reports every few years	Produces annual diversity reports	<b>Produce diversity reports and share with campus administration</b>
Does not currently have a college or unit/departmental definition of diversity	Has adopted a generic definition of diversity	Definition is reflective of future diversity goals and the missions of the college	<b>Adopt a college or unit/departmental definition of diversity</b>
Has not formed a college or unit/department Diversity Committee	Has established a college or unit/department Diversity Committee	Has established a college or unit/department Diversity Committee online presence and brand	<b>Form a college or unit/department diversity committee to entertain issues and create best practices and programs</b>
Has not integrated the consideration of diversity into any aspect of the college and unit/department	Has integrated the consideration of diversity into some aspects of the college and unit/department	Has integrated the consideration of diversity into all aspects of the college and unit/department	<b>Integrate consideration of diversity into all aspects of the college and unit/department</b>
TBD By College and Unit/Department <sup>6</sup>	TBD By College and Unit/Department	TBD By College and Unit/Department	TBD By College and Unit/Department

<sup>5</sup> Members of the Diversity Champions are not experts in assessment, therefore, this document should be considered a recommended starting point for UT's administration to create a culture of accountability related to diversity recruitment and retention efforts and to measure success in those areas.

<sup>6</sup> This template offers a customizable feature to address emerging efforts and initiatives in individual unit/departments and colleges.

