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DEI Development Program for Faculty Searches

Facilitator:

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For Equity, Inclusion, &

Faculty Development

Step I: DEI & Job Description

Step II: Reviewing Applicants

Step III: Interviewing, Campus
Visits, Evaluating Candidates

**Step IV: Welcoming New
Faculty & Retention**



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Questions Addressed

1. What is workplace climate?
2. What are characteristics of an unhealthy department/program climate that inhibit faculty from thriving professionally?
3. What are characteristics of a healthy department/program climate that promote faculty success?
4. How do you welcome new faculty?
5. How do you retain faculty?



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Goals for Step 4

- To identify policies, practices, processes, and interpersonal dynamics in your department or program that are unhealthy.
- To understand how to create a workplace environment that is inclusive and equitable.
- To improve practices for welcoming and retaining new faculty



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Using a DEI and Antiracist Lens

The retention of assistant professors hinges on a combination of wise hiring decisions . . . , a productive probationary period, and a fair and judicious tenure review process. **Creating the conditions for all of these is the institution's responsibility, though failures are often attributed to the individual junior faculty member rather than the institution.** (Stewart & Valian, 2018, p. 245)

From An Inclusive Academy, Ch7, Retaining Faculty: Building Community in the Academic Workplace

[How to do antiracist work in the workplace](#)

Dr. Carol Parker Walsh



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What is workplace climate?

Adapted from Fine & Sheridan, 2015 as cited by

[Columbia University Resource Website on Improving Department Climate](#)

The experience of a department or program's milieu by its faculty members based on a department or program's structure, policies, and practices; demographics, attitudes and values of its members & leaders; and the quality of interpersonal interactions.

[Video: Unhealthy Organizational Climate](#)

Life Coach Kris Thaller



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Your department/program climate

In what ways is your department/program healthy and unhealthy?

Do you think that everyone in your department or program would have the same assessment of the climate? Why or why not?

What are steps you can take to improve the climate in your department/program?





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Faculty Experiences

What does it feel like to be a faculty member with marginalized social identities?
I'm talking about my way of being. I have to adjust my way of being . . . we have to adjust our way of being to fit into a structure; they don't. They don't have to adjust their way of being to me. . . It's like they don't hear me if I'm the way I am.
(Stewart & Valian, 2018, p. 247)

[Video](#): Black at PWI Faculty Panel (9:53-16:53)

Dr. Amber Spry, Assistant Professor of Politics & African American Studies, Brandeis University
Dr. Marcus Board, Assistant Professor, Department of African American Studies, Georgetown
Dr. Rayshawn Ray, Professor of Sociology, University of Maryland

[Video](#): LGBTQ faculty in STEM

[Recorded Interview](#): Workplace PTSD w/ Dr. Monica Williams,
University of Ottawa's School of Psychology (3:44-12:21)



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Unhealthy Department/Program Climate

- Lack of respect/politeness
- Faculty's lack of influence in department/program matters
- Lack of support for work-life balance
- Unwillingness to support family & childcare responsibilities
- Low sense of community & insufficient communication
- Lack of mentoring
- Insufficient access to college and department/program information
- Unclear tenure & review process
- Excessive service/mentoring/committee work assigned

[Adapted from *Enhancing Department Climate: A Guide for Department Chairs*](#)



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Unhealthy organizational climate for Faculty with marginalized social identities

- Isolation, exclusion, invisibility
- Intimidation, Condescension
- Extra Service
- Microaggressions
- Discrimination & Harassment
- Tokenism
- Receiving unhelpful career advice
- Expectations to assimilate to dominate cultures

[Adapted from Columbia University Resource
Website on Improving Department Climate](#)



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Principles for Creating A Healthy Climate

- Transparency: Making information easily available
- Respect: Recognizing & valuing faculty contributions and being inclusive of all department/program members
- Uniformity: Level the playing field by working with faculty equitably
- Assistance: Support & mentoring that meets faculty needs

[Adapted from Waltman, Jean & Hollenshead, Carol. \(2007\). Principles for best practices.](#) For University of Michigan ADVANCE Departmental Transformation Grant. The Center for the Education of Women.



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Welcoming New Faculty

1. Department/program Meet & Greet

- In-person or via zoom
- Not tied to alcohol or a department/program meeting
- New faculty sharing experience with transition & members sharing info about living in the area

2. Check-in meetings with Chair or director

- Blockly through Fall Semester
- Initial meeting: office set-up, computer, teaching schedule, questions about the block plan, etc.
- Following meetings: Provide information about department/program policies, practices, and processes



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How to retain faculty?

- Morale is high
- Feel mentored
- Experience a sense of community
- Have autonomy
- Intellectually challenged
- Clear and pervasive institutional support
- Pay is reasonable
- Definitions of scholarship is sufficiently broad
- Having a voice and opportunity to be part of leadership

[Adapted from Columbia University Resource Website on Improving Department Climate](#)



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Perspective on Exclusion

People who do belong find it difficult to understand or even perceive, what it is like not to belong. They fail to recognize the cushion of air on which they float, thanks to their integration in the community, a cushion that makes it possible for them to say what they think to each other without worrying about how it will be received. Someone in that position thinks that free and open dialogue is available to everyone in the community, not realizing that their vantage point is not everyone's vantage point (Stewart & Valian, 2018, p. 271).