

THE DIVISION OF DIVERSITY AND
INNOVATIVE COMMUNITY
ENGAGEMENT

TOOLKIT FOR
BEST PRACTICES IN
FACULTY RECRUITMENT
& RETENTION



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SAINT LOUIS



UNIVERSITY™

Introduction

The backbone of any higher education enterprise is the faculty. It is important to build, maintain, and support a vibrant faculty to teach the next generation of scholars. Our Catholic, Jesuit mission implores us to welcome students, faculty, and staff from all racial, ethnic, cultural, and religious backgrounds, and diverse identities as we aim to create a sense of community to support their development.

This toolkit will serve as a guide to provide deans, departments, and others with best practices, resources, and support to recruit and retain all faculty, especially those from historically underrepresented groups in higher education. The language of belonging, accessibility, and flourishing permeates the toolkit. The goal is to reframe the work of faculty recruitment and retention as generative actions that create an ethos of wellbeing and welcome in your department home, college, and across campus. This is good for all faculty to experience.



How to use the toolkit

The toolkit was written for anyone involved in faculty recruitment, development, and retention efforts. The goal was to provide best practices, based on empirical evidence for guiding faculty search committees, and resources to support the use of these best practices. The implementation of the best practices and associated resources will depend on the individual department and candidates. Thus, reflection questions are aimed at generating how to effectively implement and utilize what is offered in this toolkit.

Higher Purpose. Greater Good.

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.



The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care, and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels.

As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

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Accessibility: The design and composition of an environment so that it can be accessed, understood, and used by the greatest extent possible by all people regardless of their age, size, ability, or disability. [1]

Anti-Racism: The work of actively opposing racism by advocating for political, economic, and social life changes. [2]

Belonging: An innate human need to belong to something larger than ourselves. As an action, belonging welcomes, supports, respects, and allows people to bring all of who they are to the space. [3]

Bias: Any act or behavior that is a violation of the Code of Student Conduct and/or the Policy on Harassment and reasonably believed to be motivated by a consideration (real or perceived) of race, sex, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, pregnancy, or any other protected classification. [4]

Community Engagement: Carnegie Foundation's Community Engagement Classification: "Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." [5]

Cultural Humility: The ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the person. [6]

Discrimination: "The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. [In the United States] the law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business." [2]

Diversity: Diversity is the understanding that everyone is unique and the voluntary acceptance of all complex characteristics that make one individual or group different from another and therefore valuable.

- A broad definition includes not only race, ethnicity, and gender but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.
- It is important to note that many activists and thinkers critique diversity alone as a strategy. Often when people talk about diversity, they are thinking only of the "non-dominant" groups. [2]

Equality: Everyone gets the same thing and same amount of things (i.e., sameness = fairness). Assumes no differences in starting point or obstacles in getting to the same end goal. [7]

Equity: Everyone gets what they need (i.e., fairness = responsive). Achieving equity requires ensuring that those most impacted by a system of injustice are the face of the solution. [7]

Equity Minded Competency: Equity-mindedness is the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student, staff, or faculty outcomes. [8]

Language Setting

Imposter Syndrome: The internal denying of an ability, the worth or the value oneself can bring to an organization, group, or position/role. [9]

Inclusive Excellence: Creating and maintaining a standard of quality and equity that empowers and positively promotes each individual's talents, integrity, and dignity, and, in turn, allows one to reach their fullest and most authentic potential and capabilities. [10]

Intersectionality: Exposing one's multiple identities to help clarify the ways in which a person can simultaneously experience privilege and oppression. [11]

Harassment: Any unwelcomed, unsolicited, and offensive conduct that is severe or pervasive and tends to injure, degrade, disgrace, or show hostility toward a person because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, gender expression/identity, genetic information, pregnancy, or any other characteristic protected by law. For purposes of applying this policy, "sexual" harassment includes conduct that is of a sexual nature or related to a person's gender and may include persons of the same sex. [12]

Microaggression: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. [13]

Multiple Cultural Fluency: Understanding multiple needs from multiple perspectives for creating inclusive excellence. Individuals have a different set of learned/acquired cultural fluencies that are often determined by their social identities and lived experiences. [14]

Oppression: The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Rita Hardiman and Bailey Jackson state that oppression exists when the following 4 conditions are found:

- the oppressor group has the power to define reality for themselves and others,
 - the target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them),
 - genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and
 - members of both the oppressor and target groups are socialized to play their roles as normal and correct.
- Oppression = Power + Prejudice [2]

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

- Racism = race prejudice + social and institutional power
- Racism = a system of advantage based on race
- Racism = a system of oppression based on race
- Racism = a white supremacy system [2]

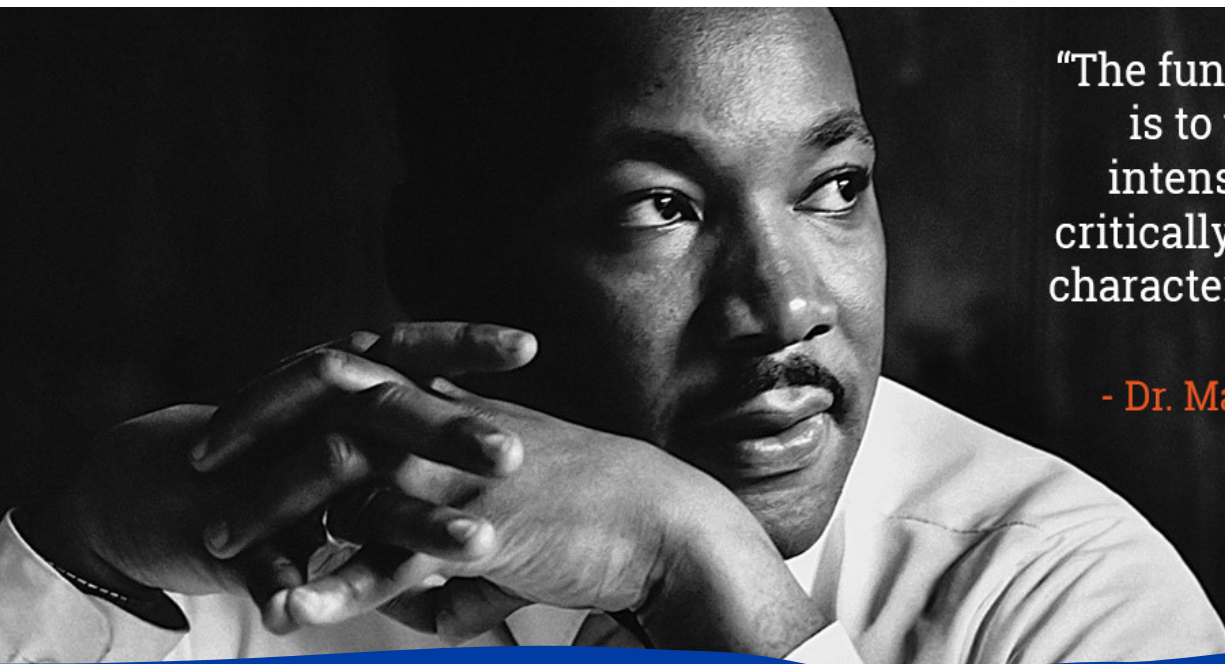
Stereotype Threat: A phenomenon that occurs when there is the opportunity or perceived opportunity for an individual to satisfy or confirm a negative stereotype of a group of which she is a member. [15]

Transformative Change: A process through which who we are is changed so deeply that our very ways of perceiving, thinking, reflecting, and meaning-making about ourselves, our institution, and our organizations shift. Our emotions become more alive and expressive. Our relationships and connectedness to and within our communities shift. The way we show up shifts. We let go of legacy solutions and find the courage to completely shift the equilibrium of our organization and create something new. [16]

Unconscious Bias: A series of unintended preferences amongst people groups that are formed by our social experiences. These preferences act as social filters that aid in our assessments and eventually our judgements of others. This is also often called implicit bias. [17]

Universal Design: The design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability. [18]

White Supremacy: The ideology that assigns value, morality, goodness, and humanity to the white people groups while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and undeserving. White supremacy is ever-present in our institutional and cultural assumptions and also refers to a political or socio-economic system where white people enjoy structural advantages and rights that other racial and ethnic groups do not. [2]



“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

- Dr. Martin Luther King Jr.

Recruitment

Are we ready?

Prior to any successful search for new faculty is the proverbial “look in the mirror” for departments and programs. Assessment of a department or program's current needs, resources, culture, and faculty make-up will allow search committees to make intentional efforts in recruitment and selection. Below are reflective questions and resources for department and program leadership to utilize as you prepare for a faculty search.

SLU FACULTY DEMOGRAPHIC HIGHLIGHTS

- Historically underrepresented (UR) faculty based on race (Black/African American, Latino/a/x, Indigenous, Multi-Racial) [17] increased by 16% (122 in 2015 to 142 in 2022).
- SLU remains below national averages for women and UR faculty in tenured associate and full professors, despite 15.6% increased in tenured UR faculty from (122 in 2015 to 141 in 2022).

REFLECTION QUESTIONS

1. Has the unit thought about ways to enhance psychological safety for new faculty members? If so, how?
2. How has SLU and the unit changed over the past 5, 10, 15 years that may be attractive to applicants from historically under-represented backgrounds?
3. Does the unit have a plan for faculty development beyond performance evaluation? Does the plan include how the faculty member is doing personally (e.g., adjusting to St. Louis and SLU) and interprofessionally with colleagues?
4. Does the unit have a plan for helping faculty connect with other faculty or administrators who may share similar identities?
5. Are the ways that faculty might be exposed to systemic harm? Are there processes for restoration?
6. How might faculty from similar backgrounds of your students, improve your unit?

RESOURCE LINKS

- [Academic Units Diagnostic Tool \(AUDiT\)](#) helps academic leaders identify elements of healthy units, spot warning signs, and assess problems.
- [The Water of Systems Change](#) provides the “inverted triangle” framework as an actionable model for creating systems change, particularly those who are working to advance equity.
- [SLU Office of Institutional Equity and Diversity](#) provides educational programs on diversity and inclusion awareness and trainings.
- [Climate Survey](#) The University is committed to gaining feedback from the SLU community biannually through a University Feedback Survey.
- [Student Climate Survey](#) on race and ethnicity from fall 2020 from National Assessment of Campus Collegiate Climates (NACCC).
- [Division of Diversity and Innovative Community Engagement](#) offers consultation to academic units related to culture changes towards inclusive excellence.
- [SLU Human Resources Cura Program](#) empowers and supports all members of the SLU community as we build and sustain a positive workplace culture that helps us to be the University our mission calls us to be.

Recruitment

The Hiring Committee

The hiring committee is responsible for the process of recruitment, interviewing, and selection. Hiring committees need to consider a few main areas including the construction of the committee, bias in the interviewing and selection process, and how to integrate interactive feedback in the process for making course corrections should bias be detected.

CONSTRUCTING THE COMMITTEE

It is important to have a committee chair who is committed to equity in the process and will follow the needed steps. There is often a desire to have a committee to be racially or ethnically diverse and include people of different genders. This is a noble goal to seek, however, it also runs the risk of tokenizing people on the basis of identity alone while allowing those from majority culture groups (e.g., racially white folks) to avoid needed personal and professional growth towards a more aware and inclusive perspective.

SERVICE WORKLOAD & BIAS

Research demonstrates the great demands on women and faculty from minoritized racial and ethnic groups to serve on hiring and other committees. This becomes a drain on their time and energy leading to frustration, burnout, and the desire to leave a university. Care needs to be taken to mindfully consider who is being asked to serve, why, and what message this is sending to other faculty members. If you involve students or junior faculty in the search committee, protect them. They may not feel able to disagree with the faculty who will vote on tenure or who will write recommendation letters for them.

BIAS & MICROAGGRESSIONS

Human beings are biased about many things including gender, skin color, ethnic backgrounds, sexual orientation, and more. Unconscious bias can lead to interpersonal microaggressions with applicants deterring them from accepting a job offer. However, bias and microaggressions can be identified and remedied if the hiring committee members are alerted to its potential and empowered to share when they believe bias is affecting them or the search overall.

One way bias can emerge is through common communication practices that are seemingly neutral. For example, communication with applicants. It is common practice for applicants to be informed about the timeline of the search process. However, some historically underrepresented candidates may get far fewer communication touch points than their racially White and male counterparts. Excuses could be made for the differences in communication, however, it may indicate the degree of enthusiasm or desire for particular candidates being considered which is still a biased position for enacting the practice.

“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

Derald Wing Sue

Recruitment

The Hiring Committee

MITIGATING BIAS

Best practices for reducing bias also include the use of rubrics, blinding feedback, and regular reminders to the committee that bias is possible at each step in the process. Simply saying this out loud or in writing to the committee at each stage can reduce the impact of bias on the search process.

The committee chair needs to consider how to build a process for feedback from members about how the search process is proceeding. This could include asking for an external member who serves as a reviewer and offers feedback to the committee or chair. In addition, each committee member could be asked during various stages of the hiring process to offer candid feedback to the chair about the process. The feedback can be summarized for the committee to consider and should be brief but specific for driving changes to how the committee is operating or other issues.

Some institutions utilize an equity officer involved in every search. Others may invite in a non-disciplinary expert to raise questions, point out inconsistencies in process, bring issues to the surface if there are potential biases/inequities being built in, and point out when the committee is not following their process. This is something to consider for creating a quality control mechanism that supports the search's success.

Training is recommended for all faculty search committees through the Office for Institutional Equity and Diversity. The search chair cannot reproduce their training for the whole committee if the chair is the only person to attend. Additional training can also be sought on diversity topics from the Division for Diversity & Innovative Community Engagement.

REFLECTION QUESTIONS

1. Who do we keep asking to serve on hiring committees because of their identity or because they will say 'yes'?
2. Who (in terms of identity) is represented on the hiring committee?
3. Are all committees aware of unconscious bias and taken part in training for reducing the negative effects of this?
4. Who feels ready to serve on the hiring committee? How do we ready them?
5. Do search committee meetings and procedures include opportunities to reflect on the potential for bias to influence the recruitment process?



Recruitment

The Hiring Committee

RESOURCE LINKS

- [Best Practices for Search Committees from Harvard University](#) document outlining best practices for faculty search committees.
- [Unconscious bias and the hiring process](#) by Tyrone Holmes. Video on unconscious bias in hiring and how to identify it, change it, and make fair hiring decisions.
- [Race Bias in Hiring](#) video on how racial bias invades hiring decisions and reduces diversity and talent acquisition for companies.
- [Microaggressions are a Big Deal](#) by Andrew Limbong. Article on the impact of microaggressions on the health, happiness, and job satisfaction of adults.
- [Microaggressions: More Than Just Race](#) by Derald Wing Sue
- [Toolkit for Equity Minded Decisions and Policies](#) offers a guide from the University of Virginia for handling leadership decisions and policy creation.
- [SLU Division of Diversity and Innovative Community Engagement](#) offers customized trainings to academic units related to unconscious bias and microaggressions.
- [SLU Office of Institutional Equity and Diversity](#) provides educational programs on diversity and inclusion awareness and trainings for hiring committees. The focus of each session can be customized to provide an understanding in those areas which are most needed for your group.



Recruitment

Materials & Processes

Recruitment is the beginning of retention. The materials and processes create experiences for candidates--when candidates have negative experiences during the recruitment phase, they will talk about it with colleagues, in their networks, and on social media. We offer recommendations about intentionality and material creation for curating positive and inclusive experiences for candidates.

RECRUIT INTENTIONALLY

Consider asking key stakeholders what you should be looking for and/or to help identify candidates. This could be alumni, community partners, or faculty outside of your department. Create a list of PhD program directors at specific schools where you want to recruit. Then call these directors and begin cultivating relationships with them. Consider reaching out directly to potential candidates. All disciplines have a conference/organization for diversity; attend or share job postings with them.

REFLECTION QUESTIONS

1. What does the larger data on pools of applicants indicate about the applicant pool you should acquire?
2. What efforts are you taking to intentionally recruit from underrepresented groups?
3. Have you reviewed your job description for gendered language (e.g., he/him/his terms)?
4. Who has reviewed your job postings and recruitment strategy? Consider engaging DICE or others to review and offer feedback for inclusiveness in language and strategy for recruitment.

RESOURCE LINKS

- [Searchable Databases and Resources for Faculty Diversity](#)
- [Diverse Recruitment Resources](#) for attracting faculty from a variety of racial, ethnic, veteran, and LGBTQ+ identity backgrounds.
- [Building the Pool](#) article for search committees to create diverse candidate pools
- [Recruiting Diverse and Excellent Faculty](#) article for deans, chairs, and hiring committees.
- [7 Tips to Building Inclusive Recruitment Through Social Media](#) article for search committees.
- [SLU Faculty Careers Webpage](#) for inclusion on job postings.

JOB POSTINGS

Recruitment job posting, advertisements, and associated marketing materials and strategies are important factors in determining the diversity of an applicant pool. Research now offers simple, yet intentional, recommendations ensuring a wide reach nationally and internationally. In addition, the language of job postings and intentional networking will yield a talented and diverse pool of candidates. The resources linked below give excellent guidelines for committees to follow.

For the job posting, develop a clear and welcoming job description that includes essential qualifications and experience but is not so specific that it deters qualified applicants. The description should be as broad as possible, to attract candidates from different backgrounds.

Consider including statements that emphasize a multi-cultural curriculum or your interest in diversifying your faculty. Invite candidates to describe their experience working with diverse students or community groups. Include a link to the SLU Faculty Recruitment webpage.

Recruitment

Receiving, Reviewing, & Communicating

REVIEW WITH EQUITY IN MIND

Before reviewing materials, the search committee should agree on the criteria to be used to evaluate applicants. Each applicant should receive an in-depth review from a few committee members. Shortcuts can lead us to rely on implicit biases, and you do not want to make the mistake of overlooking someone who could be a great colleague. Hiring for “fit” can exclude candidates who might not look, think, or act according to our norms, yet may represent emerging and urgent scholarship. Identify all strong applicants and consider all aspects of diversity. Consider how your departmental colleagues will react to the candidate’s portfolio. Develop a short list of candidates to interview. The short list may need to be expanded if racial and gender representation is not present.

REFLECTION QUESTIONS

1. What are the requirements for this hire in terms of research, teaching, and service?
2. How is a commitment to the goals of diversity, equity, and inclusion a priority in each area?
3. What types of evidence will demonstrate achievement in each area?
4. Do our evaluation criteria match our job post?

RESOURCE LINKS

- [Rubric for Assessing Candidates on Diversity, Equity, Inclusion, Accessibility, and Belonging](#) from University of California, Berkeley Office of Faculty Equity & Welfare
- [Rubric to Assess Faculty Candidate Contributions to Diversity, Equity, and Inclusion](#) from Columbia University
- [Hiring Faculty Members with Disabilities](#) Article from Inside Hire Ed
- [Guide to Diversifying Faculty Searches: Diversity Statements and Evaluation Rubrics](#) from Brown University

5 TOUCHES WITH APPLICANTS

1. **Acknowledge** that you received applications and share clear timelines.
2. **Follow up** with applicants about the status of their applications; consider a phone call to provide a personal touch.
3. **Invite someone to interview -- or communicate** that they will not move forward; even when you have to give “bad news”, you are building a relationship with an applicant. You can invite them to keep in touch, possibly invite them to campus to share expertise in a different venue, and consider courtesy appointments.
4. **For those you will invite to campus:**
 - Follow up with an itinerary of their visit. Make this the same for every candidate.
 - If you have some candidates meeting with the diversity office, have all candidates do so.
 - Ask candidates if there are other people/offices they would like to meet with while on campus.
 - Have every candidate answer the same set of committee questions over the arc of their visit.
5. **Accepting or rejecting a candidate** -- see this as building a relationship, even when you may not be extending an offer.



Recruitment

The Interview: Hosting Candidates

Whether the interview occurs over the phone, via Zoom, or on campus, the metaphor of HOSTING offers a guiding attitude and intentionality necessary for creating and showcasing inclusive excellence to candidates. There is attention to the particular person coming and what they may need or desire to see. Below are a series of items to consider as you plan for an interview and an on-campus visit.

CHECKLIST FOR HOSTING

- **Initiate multiple touches of communication prior to interview.** Communicate to verify time, place, and needs/interests of the candidate.
- **Consider issues of accessibility, dietary needs, and community.** Transportation may best be done by someone on the committee or the primary contact person (see below) to mitigate poor encounters with taxi or Uber/Lyft drivers.
- **Identify a primary contact person.** If possible someone not on the search committee to coordinate with the candidate. Make sure the contact person sees themselves as part of the recruitment team and first host.
- **St. Louis is a diverse and vibrant community.** Consider if there any places or areas they would like to be able to see or experience while they are visiting.
- **Write a list of suggested questions for the committee.** Share these questions with those interviewing the candidate to use. This can help shape the interviews and potentially diminish issues of bias and microaggressions.
- **Offer to send interview questions ahead of time to the candidate.** Some candidates will need time to process the questions and be prepared.
- **Discuss funding opportunities and time at start up during the interview.** This could include professional development, scholarship, seed funding, networking or mentoring with senior colleagues, and reduced teaching load. The discussion begins the negotiating process and shows efforts to support them to be successful at SLU.
- **For on campus interviews, find a neutral person for them to meet with at the end of the day to check in about their experience while on campus.** This gives the candidate a chance to ask questions about anything they experienced or were not sure about. It also allows the candidate to clarify something if they feel something happened or they were misunderstood, etc.

**HOSTING IS A SACRED ACT OF PREPARATION AND
ATTUNED CARE FOR ESTEEMED GUESTS.**

DR. JONATHAN SMITH,
INAUGURAL CHIEF DIVERSITY OFFICER @ SLU

Recruitment

The Interview: Hosting Candidates

CHECKLIST FOR HOSTING CONTINUED...

- **Other faculty may be useful to engage if there is a shared identity or community group** for showing the candidate around both SLU and St. Louis.
- **Campus visits matter** and set a tone for what the candidate would experience here. The culture is on display whether you like it or not, so are you ready?
- **Pay attention to what happens in the informal spaces** -- like going to coffee or having a meal. These are the more likely sites where overt bias may be visible.
- **Consider including a real estate agent** (chosen carefully!) and/or building in time for tours of neighborhoods.
- **Remember that you are helping candidates imagine living in St. Louis**, not just working at SLU. You may consider this perspective when you are booking a hotel stay.
- **Consider making explicit the kinds of questions candidates can ask** -- and share with all finalists. If the person is new to the job market, they may not know they can ask for salary, professional development funds, and startup funds.
- **Keep the candidate informed** about the timeline for decisions.
- **Follow up** with candidates about their experience with their on-campus interview.

REFLECTION QUESTIONS

1. Do you have a plan to communicate a timeline for decision-making?
2. Does the faculty member need a reduced teaching load?
3. Does the unit have a plan for connecting new faculty to senior colleagues in their disciplinary fields or with potential collaborators? If not, can the unit develop paid formal arrangements for the faculty to be mentored by an external senior colleague?
4. Has the unit considered market data and the totality of a start-up package in relationship to other salaries and start-up packages?
5. Have you provided the candidate with current information about employee benefits, including moving expenses?

RESOURCE LINKS

- [8 Tips for Conducting an Excellent Remote Interview](#) from the Harvard Business Review
- [Best Practices for Faculty Search Officers and Search Committees](#) from Princeton University
- [Handbook for Faculty Searches and Hiring](#) from the University of Michigan
- [Relocating to St. Louis SLU webpage](#) for showcasing the region
- [SLU's Human Resources webpage on employee benefits](#) to review with candidate.
- [SLU's Human Resources FAQ's on benefits webpage](#) to take the guess work out of benefits being provided and when they will be effective.

Recruitment

The Interview: Hosting Candidates

CAN WE TALK ABOUT OUR JESUIT MISSION?

The diversity of our faculty, staff, and student populations is one of our greatest strengths, providing opportunities for learning and growth, dialogue and understanding. The Division for Mission and Identity is charged with furthering the understanding of SLU's mission as a Jesuit and Catholic university. Following are some tips from the Division of Mission and Identity for discussing our Jesuit mission during the hiring process.

Not all applicants will be Catholic or Christian and yet they are most certainly welcome at SLU. Presume that capable applicants have done their homework and reviewed our web pages to learn about SLU's mission and history. As such, do not ask about religious experience or spirituality. Do not ask about specific knowledge of things Jesuit or Catholic or for definitions of terms.

Consider asking a candidate these questions:

- How do you see the mission and values of SLU shaping or informing your work and your relationships with colleagues and students?
- What is it, personally, that underlies your interest in becoming a part of SLU's faculty?
- Share with us how you have responded to a student in crisis.
- What has been your experience of successfully managing a challenging colleague?
- In these uncertain times, how have you responded, personally or professionally, to a student's or a colleague's concerns about issues like racial inequity, or poverty and homelessness or student wellness?

REFLECTION QUESTIONS

1. How does your department understand SLU's mission?
2. How often is mission part of the vocabulary and operations of your department?
3. How will you hire *for mission*?



RESOURCE LINKS

[SLU's Division of Mission and Identity](#) offers enrichment opportunities rooted in our Catholic, Jesuit tradition.

[Association of Jesuit Colleges and Universities \(AJCU\)](#) provides a forum for the exchange of information and experiences in Jesuit higher education.

[Universal Apostolic Preferences](#) describe the four areas of focus that serve as a point of reference for the Society of Jesus today.

[Harvard University's Guide to Permissible Interview Questions](#) on many topics including religion, disability, and others.

Recruitment

Negotiating to Attract Diverse Talent

Empower candidates you wish to pursue with information about how to negotiate a faculty job. Diversifying our faculty means we need to educate them about the process so they can be successful when they join us here at SLU. Below is an example letter for sending to candidates at the beginning of the negotiation process:

Dear Candidate,

Congratulations! You are now in the promising and (sometimes) difficult position of considering an offer for a faculty appointment at an academic institution. This task may be daunting for those who have had little exposure or practice in reviewing and negotiating job offers with academic institutions. However, with preparation and knowledge about the process, you can be successful in negotiating terms to match both your professional and personal needs.

Once an offer has been extended, you are in a powerful position that changes the dynamic between search committees and candidates. A few tips - it is important that you do not overestimate this power and try to think of this process as the beginning of what might be a lifelong employment relationship. It is a balance between ensuring your own success while maintaining positive rapport—you could be working with these colleagues for years to come!

Below are 5 steps to a successful negotiation of a faculty job:

- 1. Do your homework and know your worth as a candidate:** Job offer salaries, benefits, and start-up packages are highly dependent on discipline, rank, and institution. It is often best to review available public data on job salaries for faculty at various universities and levels of experience to help guide your expectations. Start-up costs for a lab in the STEM and life sciences can be expensive. Seek guidance from a senior researcher in your field. For example: Results of the 2019-20 Faculty Salary Survey for Four-Year Colleges and Universities by Discipline, Rank, and Tenure Status conducted by The College and University Professional Association for Human Resources (CUPAHR) - www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=37
- 2. Get as many details in writing as possible:** After an oral offer is extended, take notes for yourself and ask clarifying questions. Then ask for a follow-up email that documents what is being offered. Keep in mind that some deans or chairs will not provide a written offer until the negotiation is complete.
- 3. Know your list of top priorities:** If you have not done this already, create a list of priorities that will support your success in research, teaching, service, leadership, and personal living.
- 4. Review the offer and pick key areas to negotiate based on your priorities:** No job offer is perfect, and it is important to consider what matters most to you and what you know is possible at the given institution. In the areas you decide to hold firm on your priorities, you will usually need to go to the department chair or Dean to negotiate the terms.
- 5. Use effective negotiation skills:** Below is a list of important skills to utilize while negotiating like those described here - [6 NEGOTIATION SKILLS ALL PROFESSIONALS CAN BENEFIT FROM](#)

Retention

Welcome to SLU: Hosting Continues

Retention begins when the offer is accepted and prior to the start date. Support for relocation, office or lab set up, community culture, and mentoring that is individualized for the new faculty member is critical to success. There are many types of support a new faculty may need to succeed at Saint Louis University. A theory of social support suggests that individuals need information, physical resources, emotional support, and appraisal. To follow are checklists for faculty success when onboarding to their new role at SLU.

INFORMATION

- Academic unit faculty orientation
- Access to policies that govern faculty life (e.g., faculty manual, workload policy, promotion and tenure guidelines)
- Access to unit and university syllabus templates
- Connection to university teaching resources
- Connection to university and unit research resources (e.g., Grant Operations (GO) Centers, grants manager)
- Directions for contacting ITS, Facilities Services, Human Resources, Event Services, and other needed supports
- Clear organizational chart of the unit within the larger university academic structure
- Campus tour conducted in accessible way
- Information sharing by unit faculty and leadership about their experiences, identities, community, and family needs (e.g., physician, housing, schools, realtor, neighborhoods, barber, churches, etc.)
- Regular check-ins with new faculty about additional needs as they plan to relocate and during the first year.
- Designated faculty or staff to serve as informational guide for making the implicit explicit (i.e., culture of SLU or the unit).
- Parking details for each campus.
- Mandated reporting information.

RESOURCES

- Technology needs ordered and met
- Workspace accommodations for physical and intellectual needs
- Outlined plan for connecting new faculty to senior colleagues in similar and cross-disciplinary fields

EMOTIONAL

- Support system to connect new faculty with groups and individuals outside of the unit to foster relationships, build community, and find shared identities
- Faculty development beyond performance reviews
- Plan to enhance psychological safety
- Restoration for potential systemic harm caused by the institution, students, faculty, staff, or administrators

APPRAISAL

- Ongoing opportunities for feedback
- Tools for planning and self evaluation (e.g., publication pipeline planning)
- Plan for observational feedback for teaching, research, and service
- Dedicated faculty colleagues who can provide continuity in feedback
- Suitable tools to guide feedback that have been vetted by a diverse group of faculty members
- Opportunities for 360-degree evaluations of those providing feedback
- Equity-focused appraisal process

Retention

Welcome to SLU: Hosting Continues

REFLECTION QUESTIONS

1. Who are mentors inside and outside your home department?
2. Do you have a full understanding of the tenure requirements for your department/unit? If not, seek out your chair, dean, or mentor in your area.
3. What conferences and other professional development opportunities can you take advantage of?
4. With whom do you discuss classroom challenges and course evaluations?
5. How do you balance and align work time with institutional and personal priorities?
6. What do you imagine your goals and expectations are before tenure vs. after?
7. Who is your network of support that holds you accountable for writing and research productivity?
8. Are your faculty prepared to follow protocols for mandated reporting?

RESOURCE LINKS

- [10 Strategies for Retaining Faculty of Color](#) from University of Michigan
- [Effective Policies and Programs for Retention and Advancement of Women in Academia](#) from UC Hastings College of the Law
- [Guide to Best Practices in Faculty Retention](#) from Columbia University
- [National Council for Faculty Diversity and Development \(NCFDD\)](#) - publication pipeline planning and mentor mapping - free account when using your SLU email
- [Applying the VIBE Framework for More Equitable Outcomes](#) - Best practices in equitable decision making by academic leadership
- [Giving and Getting Career Advice: A Guide for Junior and Senior Faculty](#) from University of Michigan
- [SLU Reinert Center for Transformative Teaching and Learning](#) - on-campus mentorship for teaching



Retention

Creating a Culture of Belonging to Foster Faculty Retention

Belonging is a core human need in both work and family life. In the context of retention for faculty, it can be a defining reason to stay or leave an institution. Research demonstrates this is particularly true for faculty from underrepresented groups. Fostering belonging and retention then is an intentional process and looks different for different faculty at varied stages in their careers. Below is a list of primary barriers to retention and possible solutions.

EARLY CAREER FACULTY

Barriers to Retention	Possible Solutions
Feelings of isolation	Provide faculty with networking opportunities.
Acclimating to the environment	<p>Provide faculty with opportunities to participate in committees, conferences, and department leadership, as appropriate to their career stage and needs.</p> <p>Inform faculty of all policies, expectations, and resources available to them.</p>
Lack of quality mentoring	Establish mentoring relationships between junior and senior faculty.
Overemphasis on independent research	Guide faculty through the processes of establishing their research, recruiting and managing research assistants, running labs, mentoring students, and navigating the University.

REFLECTION QUESTIONS

1. How familiar are you with resources on campus to support your teaching success?
2. How familiar are you with resources on campus to support your research success?
3. What groups or communities are you looking to connect with on campus or in the region?
How can I support you making these connections?
4. What conferences and other professional development opportunities can you take advantage of?

Retention

Creating a Culture of Belonging to Foster Faculty Retention

MIDCAREER FACULTY

Barriers to Retention	Possible Solutions
Limited time for research	Support faculty in the form of funding, time for research, and mentors.
Biases in the rank and tenure process	<p>Inform faculty of all policies and clarify expectations pertaining to tenure and promotion policies.</p> <p>Recognize and value diverse forms of scholarship.</p> <p>Nominate faculty for awards in recognition of outstanding performance.</p>
Workload balance	Offer faculty opportunities to participate in committees, conferences, and department leadership.
Lack of quality leadership development	Provide department chairs and deans training on how to balance department needs and support of individual faculty goals and progress.

REFLECTION QUESTIONS

1. What are your goals for this stage of your career? What is an ideal allocation of effort?
2. Given your goals, what conferences and other professional development opportunities can you take advantage of to help you achieve your goals?
3. What would a national or international reputation look like for you?
4. How will you determine which leadership roles (e.g., research, teaching, administrative) you will pursue? What are your strategies when you need to say no? How can I support you with your strategies?

Retention

Creating a Culture of Belonging to Foster Faculty Retention

UNDERREPRESENTED FACULTY

Barriers to Retention	Possible Solutions
Racial and gender isolation	<p>Connect faculty to affinity groups.</p> <p>Train all faculty on being culturally responsive and sensitive.</p>
Devaluation of diverse research and scholarship	<p>Establish flexible policies so that faculty can adequately meet their diverse needs.</p>
Feeling like the “token” hire	<p>Check for behaviors or practices that may create an unwelcoming environment.</p> <p>Create mentoring structures for faculty.</p>
Uneven service burden	<p>Ensure that faculty are not overburdened with responsibilities of being the “token” member of an underrepresented group.</p>
Lack of quality leadership development	<p>Offer faculty opportunities to participate in committees, national conferences, and departmental leadership, as appropriate to their career stage and needs.</p>

REFLECTION QUESTIONS

1. What are your goals for this stage of your career? What is an ideal allocation of effort to support progress toward your goals?
2. Given your goals, what conferences and other professional development opportunities can you take advantage of to help you achieve your goals?
3. At this stage of your career, what groups or communities are you looking to connect with? How can I support you making these connections?
4. What support do you need to showcase the value of your research and scholarship to a broader audience?

Retention

Mentoring for Success

Faculty mentors play a key role in the success of all faculty, and for UR faculty in particular. They can also become a barrier to retention when senior faculty have not been trained in culturally-responsive practices in mentoring. Senior faculty may lack understanding for non-traditional or community engaged scholarship. This increases the chances of bias (unconscious and conscious) and microaggressions in mentoring relationships. It can also become a barrier to advancement and retention.

In addition, research demonstrates UR and women faculty are asked more often than others to serve on committees and complete non-promotable work. Leadership and mentors can be unaware of the misalignment of faculty workload to their promotion and review guidelines. Internal research conducted at SLU found a general lack of agreement about how service workload is assigned and then valued in promotion processes by department chairs. To follow are helpful checklists, resources, and reflection questions to support culturally-responsive mentoring.

TO DO LIST FOR MENTORS

- Encourage network of mentors to support holistic development (see the NCFDD link in the resources)
- Review promotion and tenure guidelines with faculty member and compare to current faculty workload assignments
- Encourage and practice with mentee how to say “no” professionally and often
- Consider with the faculty member the types of service that are meaningful to them and minimize other types of service
- Encourage community engaged scholarship and teaching for publication and presentations at national conferences
- Inquire about bureaucracy and system problems (e.g., contacting offices, finalizing contract) getting in the way of progress
- Serve as an advocate and thought partner with the Office of the Vice President for Research, IRB, and Human Resources to facilitate community engaged scholarship
- Know the on-campus resources for supporting research and teaching
- Seek out training on mentoring and diversity, equity, and inclusion

RESOURCES

- [DICE Faculty Mentoring Program](#)
- [Creating a Culture of Mentoring](#) - article on best practices for nurturing university and unit cultures towards culturally-responsive mentoring.
- [National Council for Faculty Diversity and Development \(NCFDD\)](#) - offer early and midcareer mentoring programs with free webinars on mentoring and mapping your network of mentors.
- [Guiding principles for culturally responsive facilitation: Lessons learned from delivering culturally aware mentor training to STEM faculty](#) - research article on culturally-responsive faculty mentoring training.
- [Mentoring Best Practices](#) from the University of Albany.
- [Equity-Minded Faculty Workloads](#) from American Council on Education
- [Mentoring strategies to support diversity in research-focused junior faculty: A scoping review](#)

Retention

Writing Letters for Promotion

Letters for promotion define the values of a department, school/college, and an institution. The academic lives of faculty are expanding to be more community engaged in research and teaching. This is in alignment with our Jesuit values and mission of SLU, though may be misunderstood or devalued. Care needs to be taken to consider any conscious or unconscious biases of letter writers. See resources below for writing anti-racist letters for promotion and how to identify unconscious bias in letters of recommendation.

Internal research at SLU and other empirical research suggests service workload is undervalued and seen as a “check box” in letters of promotion. Yet often service activities are meaningful and include emotional labor, such as mentoring students from racially/ethnically marginalized groups; and offer opportunities to shape the institution, such as chairing a committee on faculty equity. These are much needed for the health of our campus and need to be recognized as such.

Finally, student feedback on teaching is influenced by bias towards women and UR faculty. Student feedback on courses should not be confused for teaching evaluations on effectiveness. Instead, consider more robust and empirically-informed modes of evaluating teaching.

REFLECTION QUESTIONS

1. Compare letters of promotion for varied candidates based on gender and race - what differences in language exist between the letters you have written? How might these differences influence committee reviews?
2. What academic unit or committee practices could be created to identify gender and racial bias in letters of promotion for faculty?

RESOURCES

- [Writing Anti-Racist Letters for Promotion](#) - for guiding mentor letters for review and promotion that support UR faculty.
- [Unconscious Racial Bias Can Creep Into Recommendation Letters—Here’s How to Avoid It](#)
- [Reinert Center for Transformative Teaching and Learning](#) - offers consultations on documenting teaching engagement and effectiveness, and student ratings of instruction.

References & Resources

In the making of this toolkit, the team reviewed many other manuals and toolkits created by other universities. They became guides and initial outlines for this toolkit. In addition, internal and empirical research were considered related to faculty life, workload, promotion and tenure, and invisible labor. Below is a list of university manuals and toolkits, empirical research, and references reviewed and utilized.

UNIVERSITY MANUALS AND TOOLKITS

1. **[Best Practices for Conducting Faculty Searches](#)**. Office of Senior Vice Provost. Harvard University, 2016.
2. **[Best Practices for Faculty Search Officers and Search Committees](#)**. Office of the Dean of the Faculty. Princeton University, 2022.
3. **[Diversity Statements and Evaluation Rubrics](#)**. Office of Institutional Equity and Diversity. Brown University, 2020.
4. **[Faculty Recruitment and Retention Toolkit](#)**. University of San Diego, 2012.
5. **[Guide to Best Practices in Faculty Retention](#)**. Office of the Provost. Columbia University, 2018.
6. **[Handbook for Faculty Searches and Hiring](#)**. Office of the Provost. University of Michigan, 2018.
7. **[Path to Distinction Toolkit](#)**. Office of the Executive Vice President and Provost. University of Iowa, 2021.
8. **[Resources for Search Committees](#)**. Division of Academic Affairs, University of North Carolina Charlotte.
9. **[Strategic Planning for Equity, Inclusion, and Diversity](#)**. Division of Equity and Inclusion. University of California, Berkeley, 2015.

EMPIRICAL RESEARCH

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References & Resources

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