

Departmental Readiness Evaluation (DRE) for Recruitment and Retention of Faculty of Color



On May 3, 2018, Faculty Senate approved an administrative mandate to implement the Faculty Diversity Committee's proposed *Departmental Readiness Evaluation for Recruitment and Retention of Faculty of Color* "through a collaborative effort of the FDC, the office of the VP-DEI, and Deans' Cabinet" beginning in Autumn 2018. From the beginning, though objectives of the DRE are clearly linked to tangible outcomes in more diverse hiring, the underlying purpose of the DRE has always been *formative* — we want the process to facilitate a cultural shift in how we talk about and understand diversity, equity, and inclusion as a faculty community.

To this end, the Faculty Diversity Committee has no interest in micromanaging search committees, convening burdensome task forces, or preoccupying busy faculty with reporting that is filed away without concern or consequence. Rather, the DRE aims to challenge our schools and departments to sustain honest and reflective discussions about who we are, and who we want to become as a faculty community in the context of shifting demographics and cultural tensions around us. How can we deepen our commitment to recruit, welcome, develop, and retain faculty of color to realize our stated institutional values and further our educational mission?

The goal is for every academic unit (school/department breakdown determined by Deans) in the university to complete the DRE process by Autumn quarter 2021, with a commitment from the Provost that DRE approval will be "a significant factor in the annual budgeting allocation of faculty lines." The DRE has three primary areas (~2–3 pages/section) for your school or department to complete:

1. Departmental Vision and Recruitment Goals

- A. Narrate the recent history (within ~10 years) and current identity of your school or department related to faculty and student diversity. What values have most shaped your perspectives, and how are these values shared (and/or contested) among different faculty members?
- B. As you consider the near future (<~3 years), what are some of your priorities, goals, and strategies to diversify your professional networks, and why? What does it mean to you to truly welcome faculty of color, and how might a more diverse faculty fulfill the mission of your school/department.

Assessment Criteria

- A. *How broadly representative of your school or department is this historical narration? How nuanced is your description of your current identity and shared/contested values and perspectives? A "strong" vision takes into account the varied positions of faculty about diversity, yet should also demonstrate a clear commitment to moving toward equity and inclusion as a whole school or department.*
- B. *How are you developing a future-facing perspective on recruitment that is moving upstream of the challenges associated with faculty diversity? A "strong" recruitment strategy demonstrates a clear recognition that recruitment itself is a long-term, formative process, as well as familiarity with candidate pipelines and diverse professional associations/networks.*

2. Cultural and Curricular Integration

- A. Describe your school/department's readiness to integrate faculty of color culturally, with particular attention to: 1) an assessment of your engagement with racial and multicultural concerns, and 2) an understanding of how faculty of color may experience school/departmental cultural norms related to power, authority, participation, and collegiality/hospitality.
- B. Describe your school/department's readiness to integrate faculty of color curricularly, with particular attention to: 1) an appraisal of your current curricular emphases that engage issues of diversity, equity, and inclusion in your discipline, and 2) opportunities for curricular change and development in the near future to grow your commitment to the interests and strengths of faculty of color.

Assessment Criteria

- A. *How accurate and substantive is your "thick description" of your school/departmental culture? A "strong" assessment demonstrates thoughtful, critical self-reflection on the current school/departmental culture regarding equity and inclusion for faculty of color.*
- B. *How attentive to diverse perspectives in your discipline is your curriculum currently? A "strong" curricular assessment demonstrates awareness of current strengths and gaps while maintaining a forward-thinking perspective on future growth areas in which faculty of color can thrive.*

3. Retention and Promotion

- A. Outline a clear strategy to support faculty of color as they acclimate and adapt to the school/department and broader institutional culture of SPU. What opportunities will there be for friendship and fellowship, both within an academic unit and across the university?
- B. Describe processes for addressing potential challenges that faculty of color often face in perceived collegiality, mentorship, and professional development. How will your school or department need to change and grow in order to become a more diverse faculty that embraces mutuality in transformation?

Assessment Criteria

- A. *A "strong" retention strategy includes a detailed plan for multi-faceted, collegial support that creates opportunities for inclusion and belonging across the university, and also demonstrates awareness of specific challenges of social integration frequently experienced by faculty of color.*
- B. *A "strong" promotion strategy demonstrates a commitment to mentorship through promotion and tenure with particular attention to how realities of race, ethnicity, and culture shape experiences of teaching, scholarship, and service in the midst of potential cultural conflict.*

EVALUTAION RUBRIC

This rubric will be completed by the Faculty Diversity Committee and returned with detailed feedback within one quarter of your submission; final approval is based on a rating of “strong” in all three areas.

School/Department:

Submission date:

Summary of overall feedback:

School/Departmental Vision and Recruitment Goals	<i>Strong</i>	<i>Acceptable</i>	<i>Weak</i>
– Narration of identity and vision for diversity FDC Comments:			
– Developed recruitment strategy for FoC FDC Comments:			

Cultural and Curricular Integration	<i>Strong</i>	<i>Acceptable</i>	<i>Weak</i>
– Critical assessment of school/departmental culture FDC Comments:			
– Curricular awareness of strengths and gaps FDC Comments:			

Retention and Promotion	<i>Strong</i>	<i>Acceptable</i>	<i>Weak</i>
– Strategic plan for collegial support of FoC FDC Comments:			
– Professional development process through promotion and tenure FDC Comments:			

Additional Comments: