

TASK FORCE REPORT:  
RECOMMENDATIONS FOR  
IMPROVING  
UNDERREPRESENTED FACULTY  
RECRUITMENT & RETENTION

Underrepresented Faculty Recruitment & Retention Task Force

UNIVERSITY OF ILLINOIS SPRINGFIELD

May 2022

# Table of Contents

Introduction	2
A note from the Task Force Members:	3
Task Force Members:	4
Important literature on organizational strategies for under-represented recruitment and retention; promoting inclusion in higher education; and general understandings of oppression	4
Faculty Recruitment and Hiring Practices	6
Consider changes to the search process to educate committees on inclusive practices and create accountability for diverse and inclusive recruiting	6
Create a website with information and resources on inclusive hiring	6
Provide a centralized funding source to mitigate the additional cost of diversity-centered recruitment resources and practices	7
Create guidelines for the strategic use of search waivers for targeted diverse hiring	7
Plan for the continued use of cluster hires	7
Important Literature on Inclusive Search & Hiring Processes	8
Faculty Support and Wellness	11
Create avenues for transparency, recognition, and the creation of community	11
Create a university-wide faculty mentoring program	12
Important Literature on Underrepresented Faculty Support and Wellness	12
Personnel Processes	14
Integrate DEI frameworks into personnel policies	14
Review membership of department personnel committees	14
Recognize scholarly contributions that fall outside traditional definitions of scholarship	15
Recognize service contributions that address DEI and might be outside the institution	15
Set guidelines for how student evaluations should be considered in tenure/promotion decisions	16
Create a structure of upward mobility for non-tenure track faculty	16
Important Literature on Faculty Personnel Processes	16
UIS Campus Climate and Culture	18
Conduct and respond to regular climate surveys	18
Implement accountability mechanisms	18
Engage in long-term DEI planning	19
Recommended Immediate Actions	21

# Introduction

These recommendations introduce initiatives that will help UIS recruit and retain underrepresented faculty so that our diverse student body can see themselves reflected in their faculty. More specifically, our focus has been on improving the recruitment and retention of underrepresented faculty at UIS, particularly Black, Latinx, and Indigenous faculty, Latinx faculty.

Over the course of the Spring 2022 semester, our task force has done extensive research in this area. Our recommendations come out of clear, data-driven scholarship on how to make academic institutions places where underrepresented faculty can thrive. As such, we include specific actions, parties responsible for those actions, and the concrete resources they require if we are to become an institution that fully serves all of our faculty and students.

Although significant work was put into these recommendations, this task force is painfully aware of the fact that our work is but a single step in the journey toward creating more inclusive recruitment and retention practices. The process of consultation and consensus building should start on the discussion of these recommendations themselves. Campus climate is inextricably linked to the goal of increasing the recruitment and retention of underrepresented faculty, and therefore, broad and long-term commitment to measuring and improving campus climate as it relates to inclusion; experiences of bias, harassment, and discrimination; the sense of community; and awareness of campus resources is vital. Our task force wishes to point out that silence and inaction on these matters directly imposes harm on those holding vulnerable and marginalized identities on our campus.

A UIS campus climate survey of Black and Latinx students conducted by Dr. Kay McChesney, Associate Professor of Social Work, and Dr. Karen R. Moranski, former Associate Vice Chancellor for Undergraduate Education (2016), revealed that Black and Latinx students experience disproportionate amounts of racial biases at UIS. They experienced both explicit and implicit biases and even within UIS classrooms. Some of the study's findings indicated:

- “Students wanted faculty to notice and challenge racist comments made by students in class; when they failed to do so, they left Black and Latino/a students feeling angry and betrayed.”
- “Students of color in the honors program report feeling like they are forced into being the token representative of their race or ethnicity.”
- “Students perceived that faculty treated them differently because of race/ethnicity.”

UIS, along with institutions of higher education across the country, has a problem with bias and racism, and specifically with anti-Blackness. Our society has a problem with bias and racism, and specifically with anti-Blackness. This affects our students our faculty. It is no coincidence that a semester prior to the formation of this task force, two Black women faculty at UIS resigned.

This report represents a starting place for addressing these problems within our institution. We cannot hope to recruit and retain underrepresented faculty through surface-level changes.

A core part of this report involves initiatives such as regular climate surveys and the redistribution of resources to underrepresented faculty, which should be ongoing.

This report also acknowledges that the work of dismantling racism and all forms of inequity at UIS is ongoing. These problems will not be solved with the few actions and resources we have recommended below This report is a call for action for a long-term commitment to the anti-racism work at UIS.

## A note from the Task Force Members:

As a task force, we wish to uphold the values of transparency<sup>1</sup> and integrity. We believe that institutional and systemic oppression continue to marginalize and harm our current and future colleagues<sup>2</sup>. We seek to move forward in these discussions by engaging with our colleagues in intersectional analyses and approaches that draw upon the concept of concentric circles<sup>3</sup> in order to make visible the overlapping forms of systemic oppression. We are dedicated to servant leadership<sup>4</sup>, the principle of recognition (recognizing harm experienced and rights challenged, naming power imbalances, uplifting marginalized contributions, and providing positive emotional affirmations), and the interrogation of dominant thinking styles, assumptions, and mindsets<sup>5</sup>. We invite our colleagues to join us in these commitments.

Finally, we openly invite the broad dissemination of our recommendations, which we hope will be followed by ongoing dialogue, constructive critiques, and emerging strategies.

---

<sup>1</sup> Tastan & Davoudi (2019).

<sup>2</sup> Wagner & Yee (2011).

<sup>3</sup> Nishida, A. (2016), Case, K. A. (2016).

<sup>4</sup> Gotsis, G., & Grimani, K. (2016)

<sup>5</sup> Pless & Maak (2004).

Task Force Members:

- Assistant Director for Access & Equity: Shelby Bedford
- 2 Faculty Members – CBM: Ranjan Karri & Jorge Villegas
- 1 Faculty Member – CEHS: Kay McChesney
- 2 Faculty Members – CLAS: Miranda Andrews & Meg Cass
- 2 Faculty Members – CPAA: Junfeng Wang & Daniel Platt
- 1 Faculty Member – Library: Sally LaJoie
- 1 Dean: Lan Dong
- 1 Associate Vice Chancellor: Lucia Vasquez
- Assistant Provost Human Resources: Natalie Taylor

Important literature on organizational strategies for under-represented recruitment and retention; promoting inclusion in higher education; and general understandings of oppression

Abes, E. S. (2005). Identity development of diverse populations: Implications for teaching and administration in higher education.

Alex-Assensoh, Y. (2003). Race in the academy: Moving beyond diversity and toward the incorporation of faculty of color in predominantly white colleges and universities. *Journal of Black Studies*, 34(1), 5–11.

Case, K. A. (2016). Toward an intersectional pedagogy model. *Intersectional pedagogy: Complicating identity and social justice*, 1-24.

Essien, V. (2003). Visible and invisible barriers to the incorporation of faculty of color in predominantly white law schools. *Journal of Black Studies*, 34(1), 63–71.

Fenelon, J. (2003). Race, research, and tenure: Institutional credibility and the incorporation of African, Latino, and American Indian faculty. *Journal of Black Studies*, 34(1), 87–100.

Gotsis, G., & Grimani, K. (2016). The role of servant leadership in fostering inclusive organizations. *Journal of Management Development*.

Laden, Berta V. and Hagedorn, Linda S. (2000). Job Satisfaction Among Faculty of Color in Academe: Individual Survivors or Institutional Transformers? *NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH*, no. 105, Spring 2000.

McKinley Jones Brayboy, B. (2003). The implementation of diversity in predominantly white colleges and universities. *Journal of Black Studies*, 34(1), 72–86.

- Mustaffa, J. B. (2017). Mapping violence, naming life: A history of anti-Black oppression in the higher education system. *International Journal of Qualitative Studies in Education*, 30(8), 711-727.
- Nishida, A. (2016). Understanding political development through an intersectionality framework: Life stories of disability activists. *Disability studies quarterly*, 36(2).
- Pless, N., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. *Journal of business ethics*, 54(2), 129-147.
- Stout, R., Archie, C., Cross, D., & Carman, C. A. (2018). The relationship between faculty diversity and graduation rates in higher education. *Intercultural Education*, 29, 399-417. doi:10.1080/14675986.2018.1437997
- Taştan, S. B., & Davoudi, S. M. M. (2019). The relationship between socially responsible leadership and organisational ethical climate: in search for the role of leader's relational transparency. *International Journal of Business Governance and Ethics*, 13(3), 275-299.
- Tierney, W. G., & Sallee, M. W. (2008). Do organizational structures and strategies increase faculty diversity: A cultural analysis. *American Academic*, 4(1), 159-184.
- Wagner, A., & Yee, J. Y. (2011). Anti-oppression in higher education: Implicating neo-liberalism. *Canadian Social Work Review/Revue canadienne de service social*, 89-105.
- Writer, J. H., & Watson, D. C. (2019). Recruitment and Retention: An Institutional Imperative Told through the Storied Lenses of Faculty of Color. *Journal of the Professoriate*, 10(2).

# Faculty Recruitment and Hiring Practices

Consider changes to the search process to educate committees on inclusive practices and create accountability for diverse and inclusive recruiting

Search committees should be required to take a training on inclusive hiring methods and mitigating bias. This training should focus on helping search committees understand their biases and beliefs and how these influence their decision-making. Research has shown that trainings aimed at helping search committee members identify and mitigate their own biases translate into an increase in underrepresented individuals in hiring pools, finalist lists, and hires.<sup>6</sup>

Access & Equity should develop and provide search committees with specific resources on mitigating bias and engaging with inclusive hiring practices.

Access & Equity should create a step at the conclusion of the hiring process that requires search committees to summarize their efforts to recruit diverse candidates and conduct an inclusive search process. Search committees should be required to provide a brief narrative and/or evidence of where their job was advertised (specifically providing evidence that diverse recruitment resources were used), how networking was conducted in an inclusive manner, how they evaluated the candidate on DEI values and experience, and what the demographic make-up of their pool was.

## Create a website with information and resources on inclusive hiring

Access & Equity will create a webpage within the AEO site that specifically provides clear resources on implicit bias. This information is harder to access when buried within a lengthy search committee manual.<sup>7</sup>

Access & Equity should provide on their website resources to assist search committees and hiring managers in creating job descriptions, search plans, and advertising plans that are centered on DEI goals and values.

---

<sup>6</sup> Griffin, Bennett, & York (2020); Bilimoria & Buch (2010); Carnes et al., (2012); Girod et al. (2016); Kayes (2006); Laursen & Austin (2014); Devine et al. (2017); Sensoy & DiAngelo (2017)

<sup>7</sup> For example: <https://hr.uw.edu/diversity/hiring/bias-and-hiring/>

## Provide a centralized funding source to mitigate the additional cost of diversity-centered recruitment resources and practices

DEI-focused job boards, job fairs, and other recruitment methods typically require a larger financial commitment than traditional recruitment resources. This makes it difficult for search committees with limited budgets to justify the use of DEI-focused recruitment resources. Funding methods for faculty recruitment should be re-considered; specifically, the creation of a centralized fund for DEI-focused recruitment that can be equitably distributed is recommended. This will expand university-wide availability of inclusive job boards & recruitment consortiums.

## Create guidelines for the strategic use of search waivers for targeted diverse hiring

The Assistant Director of Access and Equity, Strategic Hiring Committee, and Provost's Office should consider the use of search waivers to create a direct pipeline between dissertation fellowships and full faculty appointments, and/or to expedite hiring processes to meet strategic diversity goals<sup>8</sup>. Decision-makers should keep in mind that search waivers can be used in a variety of ways, including to partially waive certain search requirements to expedite the process, recruit highly sought-after candidates, and more.<sup>9</sup>

## Plan for the continued use of cluster hires

Cluster hires of faculty working in research areas that center diversity, equity, and inclusion are cited numerous times as a central component to recruiting and retaining faculty from underrepresented groups. Elizabeth S. Chilton, Dean of the Harper College of Arts and Science at Binghamton University writes about [the importance of finding resources for cluster hires even during times of scarcity](#):

I recognize that this type of cluster hire, one with a cross-disciplinary research and teaching focus, would not be appropriate or effective for all disciplines across the arts and sciences. But initiating such a program demonstrates an institutional commitment to the issues of equity that we seek to promote. It also makes us all more mindful of other ways we can continue to build on our diversity and recruitment efforts.

The bottom line is that we cannot wait for an influx of resources in higher education in order to recruit, retain and support a diverse cohort of faculty, staff and students.

---

<sup>8</sup> Smith, Turner, Osei-Kofi, & Richards (2004)

<sup>9</sup> Culpepper, D., Reed, A. M., Enekwe, B., Carter-Veale, W., LaCourse, W. R., McDermott, P., & Cresiski, R. H. (2021)

Cluster hires are one way to do this. Each college and university should stay focused on its core values and priorities -- in times of scarcity *and* in times of plenty.

UIS has undertaken its inaugural cluster hire in AY 2021-2022 to recruit underrepresented faculty. Once these searches are complete, we suggest AEO and the CLAS interim dean conduct a debriefing with the cluster hire departments and search committees, identifying strengths and opportunities for improvement.

After the debrief, AEO will work with those involved in the inaugural cluster hire to create a guideline to serve as a roadmap for future cluster hires.

The Strategic Hiring Committee, the Provost, deans, and academic units must commit to additional cluster hires in the near future. Hiring a few underrepresented faculty is not enough and runs the risk of not being able to retain these new hires due to feelings of isolation, lack of community, and more, as studies have clearly shown (Jayakumar, Howard, Allen, and Han 2009; Turner, Myers & Creswell 1999).

#### Important Literature on Inclusive Search & Hiring Processes

Bhalla, N. (2019). Strategies to improve equity in faculty hiring. *Molecular biology of the cell*, 30(22), 2744-2749.

Bilimoria, D., & Buch, K. K. (2010). The search is on: Engendering faculty diversity through more effective search and recruitment. *Change: The Magazine of Higher Learning*, 42(4), 27–32.

Carnes, M., Devine, P. G., Isaac, C., Ford, C. E., Byars-Winston, A., & Sheridan, J. T. (2012). Promoting institutional change through bias literacy. *Journal of Diversity in Higher Education*, 14(4), 27–37.

Culpepper, D., Reed, A. M., Enekwe, B., Carter-Veale, W., LaCourse, W. R., McDermott, P., & Cresiski, R. H. (2021). A New Effort to Diversify Faculty: Postdoc-to-Tenure Track Conversion Models. *Frontiers in psychology*, 12, 63–77.

Curran, M., Bloom, Q., & Brint, S. (2020). Does cluster hiring enhance faculty research output, collaborations, and impact? Results from a national study of US research universities. *Minerva*, 58(4), 585-605.

Devine, P. G., Forscher, P. S., Cox, W. T. L., Kaatz, A., Sheridan, J. T., & Carnes, M. (2017). A gender bias-habit breaking intervention led to increased hiring of female faculty in STEM departments. *Journal of Experimental Social Psychology*, 73, 211–215.

Freeman, C. (2019). The Case for cluster hiring to diversify your faculty. *The Chronicle of Higher Education*.

- Girod, S., Fassiotto, M., Grewal, D., Ku, M. C., Sriram, N., Nosek, B. A., & Valentine, H. (2016). Reducing implicit gender leadership bias in academic medicine with an educational intervention. *Academic Medicine*, 91(8), 1143–1150.
- Griffin K.A. (2020). Institutional barriers, strategies, and benefits to increasing the representation of women and men of color in the professoriate. In: Perna L. (eds) *Higher Education: Handbook of Theory and Research*. Higher Education: Handbook of Theory and Research, 35. Cham, Switzerland: Springer
- Griffin, K., Bennett, J., & York, T. (2020). Leveraging promising practices: Improving the recruitment, hiring, and retention of diverse & inclusive faculty.
- Kayes, P. E. (2006). New paradigms for diversifying faculty and staff in higher education: Uncovering cultural biases in the search and hiring process. *Multicultural Education*, 14(2), 65–69.
- Laursen, S. L., & Austin, A. E. (2014). *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Retrieved from [www.strategictoolkit.org](http://www.strategictoolkit.org).
- Lord, S. M., Baird, L., Friedman, J., Myers, P., Sgoutas-Emch, S., & Camacho, M. M. (2015, October). Innovative faculty cohort hire at the university of San Diego. In 2015 IEEE Frontiers in Education Conference (FIE) (pp. 1-4). IEEE.
- Muñoz, S. M., Basile, V., Gonzalez, J., Birmingham, D., Aragon, A., Jennings, L., & Gloeckner, G. (2017). Critical perspectives from a university cluster hire focused on diversity, equity, and inclusion. *Journal of Critical Thought and Praxis*, 6(2), 1-21.
- Sandekian, R., Stamo, D. F., & Lewis, C. (2022, February). Lessons Learned from Conducting a Diversity-Focused Faculty Cluster Hire at a Predominantly White Institution. In 2022 CoNECD (Collaborative Network for Engineering & Computing Diversity).
- Sensoy, O., & DiAngelo, R. (2017). "We are all for diversity, but. . .": How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review*, 87(4), 557–581.
- Smith, D. G. (2000). How to diversify the faculty. *Academe*, 86(5), 48–52.
- Smith, D. G., Turner, C. S. V., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*, 75(2), 133–160.
- Thompson, C. Q. (2008). Recruitment, retention, and mentoring faculty of color: The chronicle continues. In N. Chism (Ed.), *Faculty at the margins*. *New Directions for Higher Education* (no. 143, 47–54). San Francisco, CA: Jossey Bass.
- Turner, C. S. V. (2002a). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: American Association of Colleges and Universities.

Turner, C. S. V. (2002b). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education*, 73(1), 74–93.

Turner, C. S. V., González, J. C., & Wong, K. (2011). Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*, 4(4), 199–211.

Turner, C.S.V.; Myers Jr., S. L. & Creswell, J. W. (1999) Exploring Underrepresentation: The case of faculty of color in the Midwest. *The Journal of Higher Education*, 70:1, 27-59, DOI: 10.1080/00221546.1999.11780753

University of Pittsburgh. (2003). WELL-BEING.

[https://www.facultydiversity.pitt.edu/sites/default/files/pitt\\_raceinitiative\\_brochure.pdf](https://www.facultydiversity.pitt.edu/sites/default/files/pitt_raceinitiative_brochure.pdf)

# Faculty Support and Wellness

Create avenues for transparency, recognition, and the creation of community

Create additional incentives for faculty going above and beyond in diversity, equity, and inclusion in their scholarship, teaching, community work (outside UIS), or University work. For example, consider NIAs and/or other substantial resources for DEI awards.

Establish internal grants to fund DEI initiatives such as, but not including: developing new courses; access to trainings, book clubs, inclusive teaching programs; and enacting DEI focused goals developed by Colleges/Departments. As an example an “Innovative Inclusion” grant could provide the opportunity for funding in specified areas: Teaching and Learning, Professional Development; Climate and Community, Infrastructure and Investment, etc.<sup>10</sup>

Infuse information related to DEI into university websites to be used during recruitment. This should include College and Department goals related to DEI, support resources for underrepresented faculty, demographics of the Springfield Community, a list of community groups and resources related to DEI, and more.

Make publicly available information regarding recipients of diverse faculty funding, including, but not limited to: how many recipients, how the funds were used, narratives regarding the impact on the recipients.

Research has shown positive benefits of affinity groups for creating community and enhancing inclusion in workplaces, including higher education. For example, in a study examining the effects of employee involvement, diversity, and workplace innovation, Yang and Konrad (2010) state: “the development of affinity groups or employee networks helping to make connections among racioethnic minorities or women have been linked to positive attitudinal and career outcomes for historically marginalized groups,” (32). With this in mind, we propose the creation of “collaborative communities” and affinity groups.<sup>11</sup> For example:

- Community for Underrepresented Faculty and Staff
- LGBTQ+ Community
- University Women’s Coalition
- Inclusive Pedagogies and Practices Community

---

<sup>10</sup> Examples: <https://dei.virginia.edu/inclusive-excellence-grants>; <https://www.northwestern.edu/provost/faculty-resources/funding-opportunities/diversity-and-equity-grants/>.

<sup>11</sup> Examples: <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/thrive/Affinity-Groups.html>; <https://sites.rowan.edu/diversity-equity-inclusion/collaborative-communities-and-affinity-groups.html>; <https://dei.gsu.edu/act/faculty-affinity-groups/>

## Create a university-wide faculty mentoring program

We recommend a formalized mentorship program in which mentors are trained and compensated for the immense labor that consistent and effective mentoring requires.

Formalized mentorship programs include the following structures:

- New faculty members are assigned mentors within their home department who are interested in supporting them and their goals. The program should ensure that this is a good match in terms of personality and values.
- Because research shows that some faculty members from underrepresented groups flourish more with mentors of similar cultural background, some mentees may opt for a mentor outside of UIS.
- The program will establish clear goals and expectations for the mentor and mentees, including monthly meetings between mentors and new faculty, as well as social activities for mentors and mentees to attend as a group.
- Potential topics for mentor/mentee meetings and activities include:
  - Work-life balance
  - Developing a research agenda
  - Making progress toward tenure
  - Faculty resources available at UIS such as internal grants
  - The tenure and promotion process at UIS
- The program will develop a handbook of best practices for mentoring underrepresented faculty and will also provide training for new mentors.
- The program will facilitate monthly faculty gatherings to give new faculty the opportunity to meet faculty outside their home department
- Research suggests that mentors should be compensated for their time and labor in order for mentorship to be successful. Informal mentorship tends to not work as well, especially for underrepresented faculty at primarily white institutions (Tillman, L. C., 2001)

### Important Literature on Underrepresented Faculty Support and Wellness

Dixon-Reeves, R. (2003). Mentoring as a precursor to incorporation: An assessment of the mentoring experience of recently minted Ph.D.s. *Journal of Black Studies*, 34(1), 12–27.

Friedman, R. A., & Holtom, B. (2002). The effects of network groups on minority employee turnover intentions. *Human Resource Management*, 41, 405–421.

Friedman, R. A., Kane, M., & Cornfield, D. B. (1998). Social support and career optimism: Examining the effectiveness of network groups among black managers. *Human Relations*, 51, 1155–1177.

- Jayakumar, U.M., Howard, T.C., Allen, W.A., and Han, J.C. (2009). Racial Privilege in the Professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, Sep. - Oct., 2009, Vol. 80, No. 5 (Sep. - Oct., 2009), pp. 538-563.
- Kulkarni, S. S., Bland, S., & Gaeta, J. M. (2022). From Support to Action: A Critical Affinity Group of Special Education Teachers of Color. *Teacher Education and Special Education*, 45(1), 43-60.
- McFadden, C., & Crowley-Henry, M. (2018). 'My People': the potential of LGBT employee networks in reducing stigmatization and providing voice. *The International Journal of human resource management*, 29(5), 1056-1081.
- Taylor, M.P. (2019). Today's affinity groups: Risks and rewards. *Society for Human Resources Management*. <https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/affinity-groups-risks-rewards.aspx>.
- Tillman, L. C. (2001). Mentoring African American Faculty in Predominantly White Institutions. *Research in Higher Education*, 42(3), 295–325. <http://www.jstor.org/stable/40197258>
- Yang, Y., & Konrad, A. M. (2011). Diversity and organizational innovation: The role of employee involvement. *Journal of Organizational Behavior*, 32(8), 1062-1083.

# Personnel Processes

## Integrate DEI frameworks into personnel policies

Representatives from each college should work to research and develop a DEI Framework for evaluating faculty teaching, scholarship, and service to be integrated into the personnel handbook.

Integrate assessment of DEI activities and achievements of faculty in Annual Performance Reviews including course design issues such as learning outcomes, accessibility, and course material (inclusive content, authors, etc.).

Create a workgroup OR charge an existing committee with examining current personnel processes with the following goals:

1. Examine current University-wide guidelines both in terms of specific criteria and clarity of communication of these criteria of diversity, equity, and inclusion (DEI) in tenure and promotion (T&P);
2. Research best practices and challenges associated with more explicit recognition of DEI activities in T&P processes;
3. Recommend specific criteria that could be adopted at the University level to recognize and reward DEI contributions in the T&P process;
4. Review best practices and make recommendations regarding how to best support DEI-related faculty work; and
5. Communicate findings and make recommendations to the Campus Senate in the form of a brief report.

This group should also work closely with UIUC to determine strengths and weaknesses of their “Guide to DEI Work in the Promotion and Tenure Process” during implementation (<https://provost.illinois.edu/policies/provosts-communications/communication-9-promotion-and-tenure/>). Consider adopting elements of this guide in part as a transitional process.

## Review membership of department personnel committees

Strong consideration should be given to the make-up of Department Personnel Committees. This task force did not reach a consensus regarding the qualifications for membership in these committees, but did agree that the membership can have far-reaching impacts on both the members and the individuals they evaluate. Some of our task force believes that Personnel Committee members should be limited to Tenured Faculty in order to protect untenured faculty who may be subject to manipulation and bullying in going with the dominant coalition in tenure/promotion decisions. On the surface it seems everyone has a voice but in personnel decisions this can create an inequity in voice due to perceptions of retaliation etc. Other members of our task force believe that with low levels of diversity among the group of Tenured

Faculty, requiring all members of Personnel Committees to have tenure will exclude the very voices that we are trying to center. However, all task force members agreed that the makeup of personnel committee members seems to be different across Colleges, and should be standardized and enforced.

Standards for tenure/promotion should be documented and communicated clearly by each unit. Vague expectations can create discrimination. New tenure-track faculty should receive clear communication regarding tenure expectations, timelines, and exceptions (for example, the availability of tenure roll-back) and the opportunity for regular meetings with the department chair or other academic leaders to discuss their progress and any questions related to tenure.

Departments should be provided training and guidance to support the creation of representative and diverse personnel committees. Committees with control over hiring and promotion decisions hold immense power, and should be equipped with the skills for recognizing, examining, and mitigating their own biases.

## Recognize scholarly contributions that fall outside traditional definitions of scholarship

Traditional definitions of “excellent scholarship” are informed by white supremacist systems of knowledge-making. Other forms of scholarship that contribute to the field should be recognized in APRs, tenure reviews, and other personnel processes.

- Example: Editing and self-publishing an anthology of poems by young writers on colorism.
- Example: Co-editing a book on feminist pedagogies in fashion studies.
- Example: Creating and publishing an open access journal on queer aesthetics that includes scholars from both inside and outside the academy.

In addition to discipline-based research, recognition should be given to faculty scholarship that addresses DEI goals even though it may not be central to their discipline.

## Recognize service contributions that address DEI and might be outside the institution

Black, Indigenous, and people of color are often tapped for specific community forms of service that are not necessarily validated by the UIS process.

- Example: Professional associations and projects designed to serve underrepresented scholars.

- Example: Mentoring of emerging scholars from underrepresented groups at other schools.
- Example: A workshop or editorial project designed to benefit a historically marginalized community that is situated outside UIS.
- Example: Mentorship of underrepresented faculty members

## Set guidelines for how student evaluations should be considered in tenure/promotion decisions

Bias in student evaluations is well documented especially toward women and people of color (Mitchell & Martin, 2018; Chávez & Mitchell 2022). So, student evaluation should only be used as formative and not summative. There are several universities who have gone this way. There are several other measures such as peer review of teaching materials, peer observation of classroom lectures etc. that have been proven to be better indicators of teaching quality.

## Create a structure of upward mobility for non-tenure track faculty

Introduce a promotion system, including salary increases, for non-tenure track faculty. Their accomplishments, growth as teachers, and dedication to UIS students and departments should be rewarded. For example, at some institutions instructors can be promoted to senior lecturer after 3-5 years, and to distinguished lecturer after another 3-5 years (e.g.: <https://provost.utk.edu/lecturer-promotion>; <https://las.illinois.edu/faculty/policy/iii6>).

### Important Literature on Faculty Personnel Processes

- Baldwin, T., & Blattner, N. (2003). Guarding against potential bias in student evaluations: What every faculty member needs to know. *College Teaching*, 51(1), 27-32.
- Chávez, K., & Mitchell, K. M. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. *PS: Political Science & Politics*, 53(2), 270-274.
- Ho, A. K., & Sackett, J. (2015). Undergraduate Diversity Scholar Program: A Proactive Approach to Creating an Inclusive and Multicultural Workforce.
- Jimenez, M. F., Laverty, T. M., Bombaci, S. P., Wilkins, K., Bennett, D. E., & Pejchar, L. (2019). Underrepresented faculty play a disproportionate role in advancing diversity and inclusion. *Nature ecology & evolution*, 3(7), 1030-1033.
- Kezar, A. (2012). *Embracing non-tenure track faculty: Changing campuses for the new faculty majority*. Routledge.

- Mitchell, K. M., & Martin, J. (2018). Gender bias in student evaluations. *PS: Political Science & Politics*, 51(3), 648-652.
- Peterson, D. A., Biederman, L. A., Andersen, D., Ditonto, T. M., & Roe, K. (2019). Mitigating gender bias in student evaluations of teaching. *PLoS One*, 14(5), e0216241.
- Sprague, J. (2016). Removing bias from student evaluations of faculty members (essay). *Inside Higher Ed*. <https://www.insidehighered.com/advice/2016/06/17/removing-bias-student-evaluations-faculty-members-essay>.
- Stewart, A. J., & Valian, V. (2018). *An inclusive academy: Achieving diversity and excellence*. MIT Press.
- Waltman, J., Bergom, I., Hollenshead, C., Miller, J., & August, L. (2012). Factors contributing to job satisfaction and dissatisfaction among non-tenure-track faculty. *The Journal of Higher Education*, 83(3), 411-434.

# UIS Campus Climate and Culture

## Conduct and respond to regular climate surveys

The university should have a systematic, transparent, and public process to gather, analyze, and communicate relevant insights to be used to track trends and to plan and evaluate DEI efforts at different levels of analysis. Some recommended actions are:

- The Office of Institutional Research should continue tracking the number of Race-Ethnicity and gender of Full-Time Staff, by Employment Group. In addition to this, we also recommend the collection of demographic data by college, including: race, ethnicity, gender identity, veteran status, and disability status. Trend analyses should be presented annually to the UIS community at the Campus Senate and/or appropriate committees. The datasets should be made available to stakeholders to obtain data from specific units. One possible way to accomplish easy and flexible access to the dataset is the use of a web-based tool like Tableau.
- The university should engage in AY 22-23 in a consultative process to develop a university-level climate survey to assess the UIS community's perceptions and attitudes toward the university and relevant units (college and department) culture, DEI efforts, satisfaction, and other important drivers of the wellbeing of all members of the UIS community. The survey, the process used for the development of the instrument and methodology, and subsequent results should reside on a publicly available webpage.
- The survey should be deployed on a regular basis. The revision of the methodology and instrument as well as the plan for dissemination should be part of the charge of an appropriate university-level committee. Deployment of the survey, data gathering and analysis should be guided by the Office of Institutional Research. The results of the survey should be made available on a publicly available webpage as well as at the Campus Senate and relevant committees.
- The data obtained from all of the sources mentioned above should be monitored and used to assess the university's progress in DEI concerns and to make data-driven decisions such as funding of programs and the development of new initiatives.

## Implement accountability mechanisms

To ensure we are holding ourselves accountable for responding to issues identified through climate surveys, create a committee dedicated to reviewing climate surveys and recommending/implementing actions steps.

Provide training to chairs and school directors on how to respond to reports of identity-based harassment, discriminations, or harm; how to cultivate equitable and inclusive environments; conducting inclusive meetings; and how to address "subtle" forms of harassment and discrimination that may not necessarily rise to the level of legal harassment or discrimination.

Create a bias reporting mechanism through AEO that would allow individuals experiencing identity-based bias and micro-aggressions to flag the behavior and explore informal options (i.e. options outside of formal harassment/discrimination investigations) for addressing the negative experiences. This will also allow AEO to document and track potential trends and create targeted interventions.

Integrate DEI language into department and program missions as well as program assessments. Communicate how each department/college is approaching DEI. Consider mission statements, regular trainings on course accessibility and inclusive teaching practices, and awards. Require all Colleges and Department to engage in critical evaluations of their current DEI efforts and the creation of values, measurable goals, and action steps for enhancing DEI within their unit. As new Colleges are being formed, the Provost must require each College to engage in this work and insert accountability measures to ensure this is done.

Each department should have a departmental mission statement, and each departmental mission statement should articulate how that department understands its DEI goals and seeks to achieve them. This will help departments to construct DEI language for job search descriptions and to hold itself accountable for meeting its DEI objectives.

As a part of crafting these mission statements, departments should reflect on how they currently promote or obstruct DEI goals in their courses, including at the levels of course content; course assessment; and program structure. Departments should be aware, for example, of how course content can communicate who is welcome in certain disciplines and who is not; how different assessment devices can re-inscribe pre-existing educational inequalities; and how gatekeeping courses and other requirements can disproportionately affect minoritized students.

Schools and departments should be required to complete a self-audit on a regular basis that shall include: a restatement of the department's DEI goals; a set of specific DEI objectives going forward; and an evaluation of whether the department has met its specific objectives from its last audit. This process will need to be intentional and strategic, likely making this a long-term goal. University leaders should determine whether this initiative can be incorporated into the 2028 Strategic Compass processes.

## Engage in long-term DEI planning

Campus leadership must consider how UIS is to engage in the long-term planning, implementation, assessment, and funding of initiatives focused on improving general climate and inclusion on campus. Some task force members wish for leadership to engage with external consultants, who are grounded in DEI principles, to conduct a self-study of current strengths and opportunities for improvement in the area of diverse recruitment, retention of those with

marginalized identities, and the advancement of inclusion within the broader campus community. This self-study could map into the creation of a 5-year strategic diversity, equity, and inclusion plan. Broad campus involvement could inform the intersecting ways in which separate divisions may experience negative climates, as well as how divisions may work together to create and implement strategic solutions. By engaging in a long-term strategic process, some members of the task force believe that the university would be better able to financially plan for the support of DEI initiatives. Further, a long-term strategic planning process would ensure that positive work continues to occur in this area on a consistent basis, which will be required for measurable impact.

However, some task force members worry that this process may lead to further strain on key individuals on campus who tend to repeatedly participate in initiatives focused on advancing DEI. Others feel that a long-term strategic planning process would not allow for the flexibility required to be able to effectively respond to emerging needs and trends.

We leave the item of whether to engage in a long-term strategic planning process on the table for future discussion and consideration.

# Recommended Immediate Actions

Here, we seek to outline additional detail and timelines for some of the previously described recommendations which we believe are actionable in the immediate term. Resource figures and numbers are estimated based on benchmarks.

Recommendation	Action	Responsible Party	Resource	Timeline
<p><b>High Priority (Recruitment &amp; Retention)</b></p> <p>Cluster Hires</p>	<p>Continue hiring faculty doing DEI work</p>	<p>Provost’s Office, in consultation with deans and departments</p>	<p>Additional funding for placing job ads to recruit underrepresented candidates; Other resources based on the debriefing of the inaugural cluster hire in AY 2021-2022</p>	<p>Immediate action</p> <p>AY 2022-23 and continuous for 5-10 years</p>
<p><b>High Priority (Accountability):</b></p> <p>Regular DEI audits at department/school level as an accountability metric and part of building accountability plans.</p>	<p>Departments should be required to complete a self-audit every 3 years that shall include: a restatement of the department’s DEI goals; a set of specific DEI objectives going forward; and an evaluation of whether the department has met its specific objectives from its last audit.</p>	<p>Department chairs/school directors responsible for developing these plans within one year</p>	<p>None</p>	<p>Spring 2023</p>

<b>Recommendation</b>	<b>Action</b>	<b>Responsible Party</b>	<b>Resource</b>	<b>Timeline</b>
Offer more internal grants supporting research that explicitly advances Diversity, Equity, and Inclusion	Create competitive scholarly research grant program(s) for research that advances DEI goals	Provost's Office with support from the AVC for Research and Innovation	Up to 3 recipients per year, 1 NIA or \$3,000 development fund	As soon as possible
Create a robust DEI framework for faculty promotion and tenure	Faculty work together to create a framework that explicitly values DEI as in teaching, scholarship, service	Personnel Policy Committee	PPC can include this as part of their work or two NIAs for two faculty should be provided (priority given to underrepresented faculty) to research DEI frameworks as part of promotion and tenure policies.	As soon as possible
Support new faculty, particularly underrepresented faculty, with effective, structured, and accountable mentoring.	Create a formal mentorship program that includes structured goals for meetings as well as activities for new faculty and mentees.	Center for Faculty Excellence	Compensation for faculty mentors	As soon as possible.

<b>Recommendation</b>	<b>Action</b>	<b>Responsible Party</b>	<b>Resource</b>	<b>Timeline</b>
<p>Train department chairs and other academic leaders on how to integrate DEI objectives into their unit's goals. Clarify or create DEI commitments and goals at the department/school level</p>	<p>Have each department review and revise their mission statement to include DEI commitments and goals</p>	<p>Department chair/school director</p>	<p>None</p>	<p>Fall 2022</p>
<p>Develop an institutional strategic plan for DEI in the next 1-2 years</p> <p>Annual report on resources/needs, addressing priorities, disseminated publicly on a website or other means.</p>	<p>Provost and Chancellor in consultation with departments and schools make resources for internal grants and awards mentioned above that units deem appropriate.</p> <p>Consider the hiring external consultants in consultation with faculty and ensure consultants and their organization have a specific anti-Racist framework</p>	<p>Include a wide range of campus stakeholders from various departments.</p>	<p>To be determined</p>	<p>Begin discussion on what this would look like during the Fall 2022 semester.</p>