

Institutional Model for Faculty Diversity Self-Assessment Tool Summary of Findings

March 2021

Executive Summary

The Institutional Self-Assessment for Inclusive Faculty Recruitment, Hiring, and Retention Tool is designed to evaluate the actions taken by an organization to effectively hire, retain, and support the success of underrepresented faculty in STEM. More specifically, this assessment tool aids institutions in identifying their strengths, weaknesses, and effectiveness of existing programs and/or policies as they strive to increase STEM faculty diversity.

In March 2021, members from the Principal's Office and Human Resources completed the self-assessment tool individually. After each person had provided their own review, they gathered as a group to conduct a debriefing session. The purpose of the debriefing session was to provide a unified "Yes" or "No" rating for each statement on the self-assessment tool through a process of discussion and consensus techniques. The initial administration of this tool included the responses of five individuals from the Office of Human Resources along with two members of the Principal's Office. Moreover, of the 100 questions on the Institutional Model for Increasing Faculty Diversity Self-Assessment Tool, 13 were deemed to be "Not applicable" within the context of IMSA. Therefore, each score described below excludes the questions that were not applicable, resulting in a highest possible score of 86. Below is a summary of the results.

Summary of Findings

- IMSA's commitment to diversity and inclusion was evident as the highest rated core area was "Institutional Context" (61.5%).
- While the entire core area of "Retention" was rated favorably, the subcomponent of "Satisfaction and Support" was the strongest with 30% being aligned with the industry's best practices.
- IMSA's greatest area of growth and opportunity lies within the core component of Recruitment, specifically focused on both Hiring and Yield (100% "No").

Next Steps

The results from the Institutional Model for Increasing Faculty Diversity Self-Assessment Tool will inform members of IMSA how aligned their STEM faculty diversity talent acquisition practices are compared to the best-practices for Inclusive Recruitment, Hiring, and Retention of STEM faculty. Furthermore, these results will highlight the strengths and weaknesses of IMSA's practices within the four core areas of institutional context, faculty recruitment, transition, and retention, so that members of the IMSA community can have a more specific focus moving forward.

Findings

Institutional Context

Institutional Context refers to the overall environment in which faculty diversity is addressed, which is accompanied by a set of institutional factors which describe how the institution has articulated and enacted a commitment to diversity and inclusion. Moreover, to increase diversity in the STEM profession, attention must be given to the larger institutional context and campus climate, as well as the attitudes, beliefs, behaviors, and perceptions of community members as they engage across difference. A summary of the questions asked in this section, and the responses of this administration, are listed below. In the core area of Institutional Context, IMSA had a rating of 8 out of 13, or 61.5%.

Institutional Context

	Question	N/A	No	Yes
1.	Is diversity and/or equity mentioned in the mission statement?		X	
2.	Is diversity and/or equity highlighted in the strategic plan?			X
3.	Is there a specific diversity strategic planning process?		X	
4.	Is/are there institutional committee(s), working group(s), or task force(s) charged with exploring and addressing diversity and equity issues on campus?			X
5.	Did or does your campus offer and support programs focused on increasing faculty diversity recruitment and retention (e.g. NSF ADVANCE)? (If yes, please list them in the Comments box)		X	
6.	Do you have a Chief Diversity Officer or senior level administrator (reporting to the president or provost) tasked with developing and directing institutional diversity and equity initiatives?			X
7.	Is there an administrator responsible for coordinating and directing diversity and equity initiatives?			X
8.	Have there been recent (last 3 years) protests or public discussion on campus focused on faculty diversity?			X
9.	Have you completed a campus-wide climate assessment in the past 3 years?		X	
10.	Have you completed a campus-wide assessment or survey of faculty work-life, experiences, and/or satisfaction in the past 3 years?			X
11.	Has your board of trustees clearly articulated a commitment to or goals related to diversity and equity?			X
12.	Have institutional goals for diversity in faculty hiring been set?		X	
13.	Have institutional goals for diversity in faculty tenure, promotion, and advancement been set?			X

Faculty Recruitment

Recruitment refers to the efforts made in order to attract and hire a body of diverse faculty. Additionally, recruitment is a multi-faceted process that involved generating interest in faculty careers, encouraging individuals to apply for positions, successfully navigating a selection process, and ultimately receiving a response of an accepted offer. For this reason, the developers of this assessment tool organized the Faculty Recruitment section into three sub-dimensions, namely outreach, hiring, and yield. A brief description of each sub-dimension is provided below, along with the questions in each sub-dimension and the results from this administration.

Outreach - Focus on long-term efforts to build pools of candidates for available faculty positions. For the sub-dimension of Outreach, IMSA had a score of 1 out of 5, or 20% (the two questions that were determined to be not applicable were excluded from the score).

Recruitment - Outreach

Question	N/A	No	Yes
1. There are formal relationships between our institution and other institutions or organizations, creating opportunities to interact with and recruit future faculty from diverse backgrounds (e.g. postdoctoral programs, exchange programs, summer research appointments)?			X
2. Does your institution actively support faculty networking at places where they will interact with or learn about diverse candidates (e.g. travel funds, stipends to attend a conference for women or underrepresented scientists)?		X	
3. Have specific departments or the school developed structured relationships with industry partners that have been leveraged to recruit prospective applicants from diverse backgrounds?		X	
4. Are you participating, either alone or in collaboration with other institutions, in a structured postdoctoral program that aims to increase diversity in the professoriate?	X		
5. Have you developed and implemented strategic initiatives to recruit recent alumni that have not yet established their reputations at other institutions or initiated "grown your own" programs where recent alumni are hired into faculty positions?	X		
6. Is there a senior administrator responsible for coordinating outreach efforts or outreach programs, independent of individual searches?		X	
7. Have you developed and implemented strategic initiatives to maintain relationships with alumni to recruit them or their students?		X	

Hiring – Addresses all efforts related to cultivating an applicant pool and candidate selection for a specific open position. IMSA had a score of zero out of a possible 6 in the area of Hiring.

Recruitment - Hiring

Question	N/A	No	Yes
1. Is there a policy requiring an affirmative action briefing for all search committees? (More on affirmative action at https://www.aaup.org/report/affirmative-action-plans-recommended-procedures-increasing-number-minority-persons-and-women)		X	
2. Is there a policy requiring implicit bias training for all search committees?		X	
3. Are search committees required to submit their recruitment plans and strategies to address diversity of the pool to the institution for approval?	X		
4. Are search committees given guidance on how to assess candidates based on standard and non-standard metrics of success (e.g. contribution to campus diversity, community engagement, engaged pedagogy)?		X	
5. Have cluster hires, or the strategy which allows multiple simultaneous faculty hires around a shared interdisciplinary area of study, been used as a strategy to increase diversity in the STEM disciplines? (See more on cluster hiring at http://www.aplu.org/members/commissions/urban-serving-universities/student-success/cluster.html)			X
6. Is there a centrally organized program supporting “target of opportunity hires,” or programs that allow departments or colleges to hire faculty who add unique experience, expertise, or diversity, outside of a traditional faculty search.		X	
7. Are there incentives offered by the President, Provost, or Dean(s) to increase diversity in faculty hiring?			X

Yield – Seeks information about what leads a candidate to accept or decline an offer and gives special attention to the successes and failures of hiring faculty from diverse backgrounds. In the Recruitment sub-dimension of Yield, IMSA scored zero out of a possible 5.

Recruitment - Yield

Question	N/A	No	Yes
1. Do you track effectiveness of offers and hiring strategies through an assessment of yield data at the institutional level?		X	
2. Is institutional data collected on why offers are not accepted?		X	
3. Is institutional data collected on why offers are accepted?		X	
4. Are opportunities to connect with affinity groups (e.g. women faculty, Black faculty and staff association) on campus and in the community offered to prospective hires and incorporated into the recruitment process?		X	
5. Is there a website, office, or resource guide that offers information regarding the surrounding community that is widely shared with prospective hires?		X	
6. Is there an office or administrator responsible for assisting partners with job searches and securing employment?	X		

Transition

The transition phase occurs between the time when an individual has been hired and when they actually begin their new faculty position. This period of time provides institutions with an opportunity to begin building connections, socializing the individual into the campus culture and community, and starting the process of professional development. According to the initial results, IMSA scored a one out of six in the area of Transition.

Transition

Question	N/A	No	Yes
1. Is there a website, resource guide, or office which offers housing information and resources?		X	
2. Is there an institutional-level new faculty orientation?			X
3. Is there a specialized orientation for new STEM faculty?		X	
4. Are new faculty provided with access to mentors prior to beginning their academic appointment?		X	
5. Are there opportunities for new faculty to apply for institutional funding or seed grants prior to beginning their academic appointment?	X		
6. Are there centrally organized opportunities for new faculty to participate in professional development activities and/or workshops prior to beginning their academic appointment?		X	
7. Is there a website, resource guide, or office which addresses common concerns for new faculty?		X	

Retention

Retention focuses on ensuring that faculty hired to fill a position are being retained or are remaining at the institution, ultimately preventing a “revolving door.” More specifically, retention can be broken down into three components, namely professional development, advancement, and satisfaction and support. A short description of each subcomponent is provided below, along with the questions in each subcomponent and the results from this administration.

Professional Development – Focuses on providing training and guidance that supports skill development and opportunities to help faculty reach the highest levels of success in their job(s). IMSA had a score of 4 out of 19 (21.1%) for the subcomponent of Professional Development.

Retention - Professional Development

Question	N/A	No	Yes
1. Is there a formal mentoring program, policies, or guidelines addressing the mentoring of new faculty at the:			
institutional level?			X
college or department level?		X	

2.	Is there a mentoring program, policy, or guidelines for associate professors at the: institutional level?	X		
	college or department level?	X		
3.	Does the institution offer mentors centrally organized opportunities to participate in training or get access to resources to improve their practice?		X	
3a.	Do colleges or departments offer mentors centrally organized opportunities to participate in training or get access to resources to improve their practice?		X	
4.	Are there incentives offered to senior faculty to serve as mentors?			X
5.	Do you offer centrally organized opportunities and/or incentives for senior faculty to support and collaborate with junior faculty on writing and research?	X		
6.	Are there institutional and/or college level opportunities to apply for and receive: pre-tenure leave/sabbatical?			X
	small grants/seed funding?		X	
	summer research awards and stipends?		X	
7.	Are there centrally organized training opportunities and resources available specific to meeting the needs of STEM faculty?		X	
8.	Are there structured opportunities and resources available which address the unique challenges faced by faculty who are women?		X	
9.	Are there centrally organized opportunities and resources available which address the unique challenges faced by faculty who identify as Black, American Indian, Latina/o/x, or Native Hawaiian/Pacific Islander?		X	
10.	Are there workshops and programming offered to support faculty in:			
	scholarly writing?		X	
	grant writing?		X	
	teaching?			X
	mentoring and advising?		X	
	engagement in institutional, professional, and community service?		X	
	navigating institutional policies and culture?		X	
	balancing teaching, research, and service obligations?	X		
11.	Do you collect data on faculty use of support services and professional development resources?		X	
12.	Do you collect data on faculty satisfaction with availability and quality of support services and professional development resources?		X	

Advancement – Ensures that faculty have the tools, support, and information necessary to successfully navigate the tenure and promotion structure at the institution. For the subcomponent of Advancement, IMSA had a score of one out of 12.

Retention - Advancement

Question	N/A	No	Yes
1. Is there a centrally organized yearly review process, where faculty discuss their progress towards promotion and/or tenure with their department chair or dean?		X	
2. Are there published guidelines that clearly communicate the criteria and necessary benchmarks candidates must achieve at all levels (department, college, and institutional) to receive tenure and/or promotion?		X	
3. Are there centrally organized measures in place to ensure that all faculty have access to specific departmental guidance and support in navigating the guidelines for tenure and promotion? Including access to:		X	
mentors and advisors who understand the tenure and promotion process at the institution?		X	
workshops and information sessions?		X	
online resources and manuals?		X	
sample tenure and promotion materials?		X	
4. Is there a formal way to evaluate and incorporate a professor's contribution to campus diversity goals and initiatives in their promotion and tenure review?		X	
5. Are promotion and tenure committees required to complete implicit bias training?		X	
6. Are promotion and tenure committees required to submit written summaries of their meetings and deliberations?			X
7. Are tenure and promotion committees provided with information and guidance about:			
how to balance feedback from student evaluations, peer evaluations, and other indicators in assessing teaching quality?		X	
criteria that can be used in assessing scholarly productivity and impact, and how those criteria should be weighted in the process?	X		
the value of and how to consistently assess engagement in service and community action?	X		
the unique challenges of underrepresented faculty and issues related to campus climate?			X

Satisfaction and Support – Takes into consideration a faculty member’s quality of life and how welcomed the individual feels in their likelihood of being retained. As part of this component, institutions are encouraged to examine work-life balance, how departmental and/or institutional climate are experienced, and the extent to which faculty are given opportunities to build community and connection which fosters their sense of belonging as well as their ultimate intention to either leave or stay at their institution. IMSA had a score of 6 out of 20 (30.0%) for the subcomponent of Satisfaction and Support.

Retention - Satisfaction and Support

Question	N/A	No	Yes
1. Do you complete exit interviews or surveys with departing faculty?			X
2. Are data collected from exit interviews or surveys used to develop retention programs and policies through intentional and centrally organized processes?		X	
3. Are all campus buildings in compliance with regulations specified by the Americans with Disabilities Act?			X
4. Are there policies and procedures for faculty to report grievances, discriminatory experiences, and microaggressions?			X
5. Is there a person in the position of faculty advocate or ombudsperson?		X	
6. Are there affinity group organizations offering support and providing resources to:			
women faculty?		X	
faculty of color?		X	
faculty who are parents?		X	
women of color?		X	
faculty with disabilities?		X	
faculty who are members of the LGBT community?		X	
faculty caring for aging parents or relatives?		X	
7. Does the institution have:			
paid parental or family leave policies?			X
policies that allow faculty to stop or slow their tenure clocks?	X		
child care locator services?		X	
on-campus child care resources?		X	
8. Are there organized leadership training and development opportunities for faculty?		X	
9. Do departments track whether there is an equitable distribution of:			
teaching loads?		X	
advising loads?	X		
committee work and other service assignments?		X	
10. Have faculty had the opportunity to participate in surveys or assessments assessing climate, satisfaction, and/or workload?			X
11. Have data collected through surveys of faculty climate, satisfaction, or workload been used to develop new policies and programs to promote faculty work-life?			X

Overall

As previously mentioned, the Institutional Self-Assessment for Inclusive Faculty Recruitment, Hiring, and Retention Tool is designed to help institutions assess their strengths, weaknesses, and the effectiveness of existing programs and policies as they aim to increase STEM faculty diversity. According to the data from this administration, IMSA’s current strengths lie in the core areas of Institutional Context (62% “Yes”) and Retention, specifically in the subcomponent of Satisfaction and Support (30% “Yes”). IMSA’s greatest area for growth and opportunity lies within the core component of Recruitment, specifically focused on both Hiring and Yield (100% “No”).

Institutional Model for Faculty Diversity

