Strategies for recruiting and retaining faculty of color

1. Start the pipeline early – by cultivating students in the BSW program

2. Cultivate/support programs to mentor/support doctoral candidates of color

3. Hear and validate the experiences of faculty of color; cultivate an environment of respect

4. Establish a campus level Diversity Committee that helps to match people from the campus to visiting applicants

5. Advocate for a provost or VPAA initiative that provides support on a competitive basis for recruitment of outstanding underrepresented scholars

6. Explore a "Chancellor's Incentive" to hire diverse faculty

7. Identify supports in the university and larger community

    a. Association of Latino and Latina Social Work Educators (ALLSWE) has built a community of scholars, a national connection
    b. Explore a campus Latino faculty and staff association

8. Have direct one-on-one conversations
    a. Importance of people who know/knew them for faculty feeling that they matter
    b. Don't make assumptions
    c. Help to ensure that each new faculty member can achieve success
    d. Make sure people are writing and able to earn tenure and demonstrate productivity

9. Pay competitively

10. Be explicit about wanting diversity in job announcements and recruitment literature

11. Use already existing faculty networks

12. Support and build networks with faculty of color on campus

13. Make sure to facilitate interactions with faculty and students of color when candidates are on campus

14. Look for shared positions with gender, race, & identity-type departments

15. Emphasize mentoring in scholarship and climate

16. More on mentoring: it's not just one-to-one; there are network options and functionally based mentoring

17. Develop a mentoring fund to purchase research consultation

18. Use a three-person mentoring committee for P&T process within the program and tailored to faculty of color

19. Identify mentoring to go beyond promotion and tenure to groom folks for leadership

20. Assure that mentors or other established faculty provide a culture interpreter

21. Carefully assign mentors who are available and committed to the success of the new faculty member

22. Provide external mentoring contracts for specialized needs to build collegial relationships beyond the institution or to broaden opportunities for scholarship

23. Develop mentoring networks: In-unit & university & national and provide financial resources; a Development Team that assists with research & activities, and prepares a draft of the person's annual review

24. Have mentors at multiple levels to capture the complexity of being a faculty of color and at least one of them needs to be a faculty of color

25. Build mentoring relationships and multiple mentors within and outside of the school

26. Create P&T avenues and products that fit the complexity of faculty of color

27. Forge relationships with university diversity offices for additional supports and resources

28. Foster interdisciplinary collaboration

29. Engage in minority CSWE fellows community and network

30. Diversity training (to get at internal and external bias) with search committees, have at least one external member as part of search

31. Address bias within our existing faculty

32. Assist with partners or significant others (within legal constraints) to introduce communities of color and leaders of color in the community

33. Bring partners/spouses for site visit, recognizing that a family system is moving

34. Policy that supports the family and special circumstances (e.g. citizenship)

35. Make explicit links to the broader community for faculty and their families
    a. Consider supports and possible affinity groups

36. NYC consortium provides an inventory of available positions for spouses'/partners' job searches

37. Pay attention and help people locate/integrate into communities and resources that match their needs

38. Proactively provide continuing professional education opportunities; assure there are financial resources for participating in special projects

39. Directly address any failures in support from faculty colleagues

40. Orientation doesn't stop after the first month; need to have continuing supports in place

41. Pay attention to the "psychological contract" and interpret it so it is spoken, rather than silent

42. Assure understanding of the department/school's cultural norms

43. Let faculty of color know that you are their advocate

44. The psychological contract has to be made explicit, that is shared values and reality of the experience

45. Encourage growth and development overtime to support self-efficacy – belief in competence

46. Make sure the university has a terrific retirement plan

47. Find creative ways to advertise positions (beyond the Chronicle)

48. Assure racial and ethnic diversity on the Search Committee – without over-burdening existing faculty/staff of color

      a. Assure members have explicit training about diversity, race, ethnicity and other difference and include a member of the college's/university's Diversity Committee

49. Include community partners in the search process to allow information exchange

50. Assure university commitment (including higher administration) to development of faculty of color

51. Creatively try to minimize and manage faculty workload

52. Protect from over-commitment to service in university and community

53. New faculty should not shoulder education and service on race or ethnicity

54. Need a fierce commitment to developing and retaining faculty of color among our own programs and faculty

55. Create and sustain a supportive culture; be able to recognize what that is and what it means

56. Rules of engagement – sharing the culture of he school and larger college/university

57. Be honest about the culture in the environment of the program, school, college and university

58. Provide protection with integrity and standards, with flexibility and sensitivity

59. Promote faculty development on issues in academia of power and privilege

60. Provide clear information about what it takes to be successful, a system of on-going feedback

61. Share resources and ideas between institutions

62. Develop a partner support program

63. Increase ability to make counter offers, and provide financial support through the partner support program

64. Develop institution-wide linkages with faculty and staff of color

65. Assure a nurturing environment in widening circles in the institution

66. Name race as an issue

67. Build connections across institutions

68. Challenge institutional traditions regarding support for faculty

69. Encourage institutional leadership to explore approaches elsewhere

70. Select the right realtor, people familiar with communities of color or many different communities

71. Ask about pressures individual may feel; acknowledge, help to strategize response

72. Ensure that saying no is okay
    a. "Just say No" – a committee to help support/guide faculty about use of time in service

73. Support participation in training opportunities

74. Explicitly acknowledge the value added by faculty of color and appreciate their work

75. Ask leading questions to increase our understanding of needs, pressures they experience, and to recognize perceptions/experience of the program's culture and climate

76. Organizational/school climate, focus on student/faculty engagement

77. Recognize that faculty of color contribute to intellectual pluralism and there are multiple roads to success

78. Encourage faculty to color to brag about their accomplishments even if this is against the cultural/ethnic/gender norm

79. Faculty of color need to be encouraged to be true to themselves in finding a research passion

80. Make sure that curriculum has strong content regarding people of color

81. Develop multi-year strategic hiring priorities to hire faculty of color, to support and build a diverse school environment

82. Champion having diverse faculty, strengths and accomplishments to college/university administration

83. Monitor wider university/community culture

84. Even with diverse faculty, recognize that whit majority can still exist (power); be sure to listen and value all voices; create safety and encourage people to use their voices

85. Make research connections for interdisciplinary collaboration
    a. Get involved in grants, grant writing
    b. Continuing investment in people's growth through leadership development (HERS, Harvard Leadership, Leadership in Aging, child welfare)

86. Recognize when to help someone move on

87. Need to fix structural problems – in which the systems are rigged against so many of us
    a. Build a structure in which faculty can thrive within the school and university/community

88. Bring people to campus to meet them even if their application is not an obvious pick