

**BEST PRACTICES IN RECRUITING AND RETAINING
DIVERSE FACULTY**

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WEB CONFERENCE OBJECTIVES

- **SIGNIFICANT DEMOGRAPHIC TRENDS**
- **EXECUTIVE ORDER 11246 - LEGAL IMPACT**
- **WHY ARE DIVERSE FACULTY IMPORTANT?**
- **CHALLENGES AND BARRIERS IMPACTING DIVERSE FACULTY**
- **PRE AND POST- SEARCH BEST PRACTICES**
- **ACCOUNTABILITY MEASURES AND DIVERSITY**
- **BEST PRACTICES CHECKLIST AND SUMMARY**

SIGNIFICANT DEMOGRAPHIC TRENDS

TERMINOLOGY USED:

- **“Historically Underrepresented” as Defined by Federal Rules, Laws and Regulations (Federal Executive Order 11246).**
- **“Minorities” As Defined By Executive Order 11246 are Racial and Ethnic Minorities, Women, Individuals With Disabilities and Qualified Veterans. There Are No Numerical Goals for “Individuals With Disabilities” under Executive Order 11246.**
- **“Ethnic and Racial Minorities”- African Americans, Hispanics or Latinos, Asian/Pacific Islanders and Native Americans. Also referred to as “Persons of Color” as Defined by Federal Rules, Laws and Regulations.**

SIGNIFICANT DEMOGRAPHIC TRENDS

BETWEEN 1980 and 2000:

- **Latino and Asian College Enrollment Tripled.**
- **African American College Enrollment - Increased by 56%.**
- **In 2000 - 01, 4.3 Million People of Color Were Attending College, Compared with 2 Million in 1980 - 81.**

SIGNIFICANT DEMOGRAPHIC TRENDS

- **According to a Recent ACE Report, 57% of Asian Americans, 17% of African Americans and 11 % of Hispanics and Latino Americans are College Graduates.**
- **29% of Non-Hispanic Whites Were College Graduates.**
- **By 2015, It is Estimated That 80% of New College Entrants Will be Persons of Color.**
- **By 2015, It is Estimated That The Number of Students of Color Enrolled in U.S. Colleges Will Increase From 29.4% to 37.2%.**

SIGNIFICANT DEMOGRAPHIC TRENDS

- **Between 1980 and 2000, the Number of Women of Color Earning College Degrees Increased by 384.8 %. In 2000, Women of Color Represented 43.6% of the Total Minority Enrollment Population.**
- **Between 1980 and 2000, the Number of Men of Color Earning College Degrees Increased by 120.5%.**
- **Between 1980 and 2000 Persons of Color Who Received Bachelors Degrees in Business Substantially Surpassed Other Fields at a Growth Rate of 182%.**
- **In 2000 - 01, African American Women Who Earned BA Degrees, Outnumbered African American Men 61% to 31% Respectively.**

SIGNIFICANT DEMOGRAPHIC TRENDS

EMPLOYMENT IN HIGHER EDUCATION - ACE STATUS REPORT 2002-03

**Between 1980 and 2000, Faculty of Color Increased from 9% to 13.8%.
(Includes All Professorships.)**

Between 1980 and 2000:

- **Full Professors - Persons of Color Increased to 13.4%.**
- **Associate Professors - Persons of Color Increased to 14 %.**
- **Assistant Professors - Persons of Color Increased to 18%.**
- **Lectures and Instructors - Persons of Color Increased to 17%.**
- **More Than 89% of Academic Positions are Held by Individuals Identified as White.**

SIGNIFICANT DEMOGRAPHIC TRENDS

■ MINORITIES IN HIGHER EDUCATION AMERICAN COUNCIL ON EDUCATION (ACE) STATUS REPORT-2004

AMONG FULL - TIME FACULTY OF COLOR:
(Full Prof., Asso. Prof, Asst. Prof. and Instructors)

- African American (Non Hispanic or Latino) 5 %
- Hispanic of Latino 2.7%
- Asian American 5.7%
- Native American 0.4%

SIGNIFICANT DEMOGRAPHIC TRENDS

According to the American Council on Education, Minorities In Higher Education (ACE) Status Reports: 2002, 2003 and 2004:

- **Hispanic and Latino Faculty - Vast Majority Employed at Two Year Institutions.**
- **African Americans, Native Americans, Hispanics and Latino Americans Are Severely Underrepresented In Science and Engineering Faculty.**
- **Asian Americans - Represent 1.8% of Academic Administrators.**

**SIGNIFICANT INCREASE IN STUDENT OF COLOR POPULATION
NO TREND INDICATING INCREASE IN FACULTY OF COLOR!**

According to a Recent Survey By the Bernard Hodes Group and the Ph.D. Project:

- **96% of Undergraduate and Graduate Students of Color Indicate: Professors of Color Have Positively Impacted Their Education.**
- **83 % of White Undergraduate and Graduate Students Indicate: Professors of Color Have Positively Impacted Their Education.**

PA STATE SYSTEM OF HIGHER EDUCATION

14 PA STATE SYSTEM UNIVERSITIES NOW HAVE:

- **6 Presidents of Color**
- **5 African American Presidents**
- **1 Hispanic American President**
- **3 Female Presidents**

WOW! HOW DID THIS HAPPEN?

**THESE LEADERS HAVE ALREADY HAD A
TREMENDOUS IMPACT ON STUDENT AND
FACULTY RECRUITMENT and RETENTION !**

THE LEGAL CASE FOR DIVERSIFYING FACULTY

AAP COMPLIANCE IS OFTEN OVERLOOKED AS A LEGAL MEANS OF INCREASING DIVERSE FACULTY

- **Title VII - 1964 Civil Rights Act, As Amended - Discrimination Against “Protected Classes” Violates Title VII - Title VII Has-No Affirmative Action Requirement.**
- **Under Title VII - Persons of Color Are Defined as “Protected Classes”.**
- **EXECUTIVE ORDER 11246 - Applies to Federal Contractors With 50(k) in Fed. Contracts. Requires Good Faith, Affirmative Efforts to Recruit, Hire and Retain, Racial and Ethnic Minorities and Women.**
- **Most Higher Ed. Institutions Are Federal Contractors Since They Receive Substantial Federal Funds.**
- **EXECUTIVE ORDER 11246 - A Federal Compliance Order - Requires Affirmative Action Plans.**
- **“Good Faith Affirmative Action Efforts are “Goals” and Not “Quotas”.**

WHY IS AN AFFIRMATIVE ACTION PLAN IS STILL IMPORTANT?

AN AAP - A STATISTICAL REALITY CHECK!

- **Accountability - Holds University Leadership Legally Accountable for Eradicating Historically Underutilization of Protected Class Groups Such As Racial and Ethnic Minorities, Women and Individuals With Disabilities.**
- **AAP - Data Driven and Establish Statistical Benchmarks.**
- **AAP - Provides a Hiring Process Assessment – An Effective AAP Can Result in Restructuring of Policies, Procedures, and Practices That Adversely Impact Minorities, Protected Classes and Historically Underrepresented Populations.**
- **Failure to Have An AAP - The Compliance Component of Diversifying Faculty is Missing. Without An AAP Universities Can Be Exposed to Costly Litigation (Well Publicized UWM Case).**
- **Clowney – Also, Recommends That University Departments Have An AAP.**

LIMITED SCOPE OF AN AAP - COMPLIANCE HELPS BUT DOES NOT SOLELY DRIVE FACULTY DIVERSITY!

- **AAP- Statistics and Data Driven, and Does Not Change Attitudes or Climate or Result in Hiring a Critical Mass of Diverse Faculty, Including Faculty of Color!**
- **AAP Compliance - Is A “Make Me Do The Right Thing” Attitude/Resistance to This.**
- **AAP - Can Be A Statistical Exercise With No Meaning Unless There Is A Federal Compliance Audit .**
- **AAP - Can, But Does Not Necessarily Drive Institutional Change, Unless Accountability and Performance Is Contingent Upon Increasing The Number of Faculty of Color.**

DO NOT CONFUSE “RACE” BASED U.S. SUPREME COURT COLLEGE ADMISSIONS CASES WITH EXECUTIVE ORDER 11246 REQUIRING AFFIRMATIVE ACTION IN EMPLOYMENT

- ***Hopwood v. Texas, University of Michigan Case, Poderesky v. Kirwan, (2005) University of Washington Law School Case.***
- **These U.S. Supreme Court Cases Are About “Race” Based College Admission or Scholarship Programs and Are Not About Employment of “Faculty” Diversity.**
- **These U.S. Supreme Court Cases Provide Guidelines Regarding the Extent “Race” May be Used By Public Sector Colleges and Recipients of Federal Funds in Admitting Students.**
- **These Cases Do Not Govern Executive Order 11246 - Legally Requires Affirmative Action in Employing “Protected Classes”, Defined As Racial or Ethnic Minorities, Females and Individuals With Disabilities.**

DIVERSITY-THE GREAT CHANGE AGENT!

“Great Achievements Are Not Born From A Single Vision

But From the Combination of Many Distinctive Viewpoints.

Diversity Opens Minds and Unlocks Our Potential To Solve Any

Problem We May Face”...Author Unknown.

DEFINING DIVERSITY

- PA STATE SYSTEM DIVERSITY STRATEGIC PLAN ADVISORY COMMITTEE DEFINITION OF DIVERSITY:

The Definition of “Diversity” is Evolving:

“Diversity encompasses the presence and participation of individuals who differ and are similar by characteristics such as, but not necessarily limited to, race, age, color, ethnicity, gender, national origin, religion, disability status and community affiliation. Diversity also includes various socio-economic backgrounds, historically underrepresented populations as well as ideas thoughts and beliefs”...From, *Cornerstone of Excellence - The PA State System of Higher Education Diversity Strategic Plan*.

MAKING THE CASE FOR A DIVERSE FACULTY!

- **Important to Link Diversity to Academic Excellence.**
- **Diversity - Inclusion, Innovation, Teamwork.**
- **Diverse Faculty - Linked to Recruiting and Retaining Diverse Students.**

MAKING THE CASE FOR A DIVERSE FACULTY

From the PA State System of Higher Ed Diversity Strategic Plan:

Diversity:

- **Enhances Academic Quality and Excellence - Prepares Students to Live and Work in a Increasingly Global, Pluralistic, Multicultural Society.**
- **Strengthens Communities Whose Citizens Will Be Judged by Character and Contributions.**
- **Fosters Teamwork, Respect, Innovation and Collaboration.**
- **Strengths Economic Prosperity by Using the Skills of Individuals From Different Ethnic Backgrounds, Cultures and Communities.**

SELLING DIVERSITY TO UNIVERSITY LEADERSHIP

DIVERSIFYING FACULTY - MEANS GOING BEYOND REHETORIC and TAKING ACTION!

- **Diversifying Faculty - A Concept That Goes Beyond AAP/EO Legal Compliance Requirements.**
- **“Efforts to Diversify Faculty Continue to be Amongst the Least Successful Elements of University Commitments to Diversity”..
Dr. Caroline Tuner, noted Diversity Scholar.**
- **Based on Recent Demographic Trends, Hiring Diverse Faculty Especially Faculty of Color, Must Go Beyond Rhetoric and Translate Into Policy and Action.**

BASED ON RECENT RESEARCH, DIVERSE FACULTY ARE NOT RECRUITED, HIRED AND RETAINED BECAUSE OF:

- **Lack of Accountability and Commitment From Administrative Leadership.**
- **Assuming There Are No Diverse Candidates in the Pipeline.**
- **Failure to Use Innovative, Creative Methods to Recruit Diverse Candidates Such as Creating Diverse Faculty Lines (Will be Discussed Later).**
- **Failure to Spend Time Analyzing Factors That Determine Why Diverse Candidates Do Not Apply.**
- **Not Listening or Surveying the Experiences and Perceptions of Diverse Faculty That Have Been Hired.**
- **Failure to Recognize That To Have Successful College Experiences, Diverse Students, Especially Students of Color, Need Diverse Faculty Role Models, Especially Faculty of Color Role Models.**
- **Not Utilizing Creative Hiring Methods to Hire Diverse Faculty Because of Status Quo Legal Administrative Leaders and Legal Departments Who Fear Litigation.**

BASED ON RECENT RESEARCH DIVERSE FACULTY ARE NOT RECRUITED, HIRED OR RETAINED BECAUSE OF:

- **Climate Issues - Feelings of Isolation.**
- **Credentials - Greater Scrutiny of Diverse Applicant Credentials - Credentials Must Be From Elite or Ivy League Universities.**
- **Tokenism - Not Hired In Critical Mass.**
- **Research Validation - Research Not Taken Seriously.**
- **Unconscious, Race, Ethnicity and Gender Bias - Desire to Hire People “Who Look Like Us”.**
- **The “King of the Hill” and “Queen Bee Syndrome”- May Be Displayed By Diverse Faculty Already Hired Who Really Do Not Want Other Diverse Faculty Hired - They May Unconsciously Manipulate and Sabotage the Diversity Recruitment Process. White and Male Faculty Diversity Allies Can Sometimes Champion Diversity Efforts More Than Diverse Faculty, Including Faculty of Color and Women.**

**FROM DIVERSITYWORKS, INC. VIDEO
FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE**

1. EDUCATION AND SCHOLARSHIP

- **Are Research, Teaching and Interests Valued?**
- **Is Academic Expertise in Areas Such As: African American Studies, Women's Studies, Ethnic Studies, Latino Studies Viewed as Value Added or Marginal?**
- **Are Degrees From Predominately White Colleges or Elite Institutions Viewed As More Credible Than Degrees From Predominately African American Colleges or More Diverse Institutions?**

**FROM DIVERSITYWORKS, INC VIDEO
FIVE FACTRS IN CREATING AN INCLUSIVE CLIMATE**

2. COMMUNITY CONNECTIONS

- **Will Diverse Faculty Feel Connected to the Community Where the College or University is Located?**
- **Will This Community Be a Good Place for Diverse Ethnic, Cultural or Racial Groups to Live?**
- **Do Networks Exists in the Community to Support the Diverse Faculty's Life Outside of the College or University?**

**FROM DIVERSITYWORKS, INC. VIDEO
FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE**

3. CLIMATE AND CULTURE

- **What Are The Perceptions of Other Diverse Faculty About the University and Community?**
- **Does The Internal Climate of the Institution Support Diversity, Inclusion and Pluralism?**
- **Is There a Critical Mass of Diverse Faculty?**
- **Is Diversity Visible On Campus Through Program Initiatives?**
- **Is There a Revolving Door Syndrome For Diverse Hires?**

**FROM DIVERSITY WORKS, INC. VIDEO
FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE**

4. REPRESENTATION AND VOICE

- **What is the Nature of Power and Influence of Diverse Faculty, Staff and Administrators?**
- **Are Diverse Faculty Expected to Blend Into the Mainstream and Assimilate, or Are Their Cognitive Styles Valued and Respected?**
- **What Happens to Diverse Faculty Who Challenge, Ask Critical Questions or Present Unconventional View Points?**

**FROM DIVERSITYWORKS INC. VIDEO
FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE**

5. INSTITUTIONAL TRANSFORMATION

- **What Roles Do Diverse Faculty Play In Governance, Strategic Planning and Departmental Priorities?**
- **Are Diverse Faculty Treated As Central or Tokens in the Power Structure?**
- **Is Diversity Actualized in Systems and Policies?**
- **Is the College or University Open to Change and Transformation Regarding Diversity Issues?**

COMMON COMPLAINTS FROM DIVERSE FACULTY IMPACTING RETENTION

- **Isolated In Departments and Research Marginalized.**
- **Lack of Collegiality, Lack of Support - Climate Resulting In Alienation.**
- **Scholarship, Research and Teaching Regarded as Less Credible.**
- **Subject to Over Proving Themselves - "Cultural Taxation".**
- **"Catch 22 Bind" - Silent and Non-Threatening and Invisible or Vocal and Perceived as Visible and Threatening.**
- **Lack of Critical Mass of Other Diverse Faculty for Support.**

COMMON COMPLAINTS FROM DIVERSE FACULTY IMPACTING RETENTION

- **Must Assimilate and Model the Dominant Intellectual Paradigms.**
- **Perceptions of Being Incompetent “Affirmative Action Hires”.**
- **Left Out of Informal Networks.**
- **Informal Systems and Structures Often Overlooked for Non-Diverse Faculty but Strictly Applied to Diverse Faculty.**
- **Academic Culture - Difficult to Negotiate and Can be Contradictory and Paradoxical for Diversity Faculty . The Questioning Style Of Some Majority Faculty May Be Viewed as Criticizing.**

COMMON COMPLAINTS FROM DIVERSE FACULTY IMPACTING RETENTION

- **Diverse Faculty Are Expected to Solve Problems Related to Minority Student Issues.**
- **Diverse Faculty Are Often Not Asked To Provide Expertise in Areas Such As Strategic Planning, Technology or Budgeting.**
- **Cultural Communication Dynamic May Cause Conflicts to Exist Between Diverse Faculty and Majority Faculty And Result In Misperceptions of Racism or Sexism.**

DIVERSIFYING THE SEARCH PROCESS THE POSITION DESCRIPTION

- **Is The PD Aligned With Commitment to Diversify The Faculty?**
- **Search Committees Must Prevent The Recycling of Outdated PDs That May Automatically Screen Out Diverse Candidates.**
- **PD Should Have Broad Commitment to Scholarship, Experience and Disciplinary Background.**
- **PD Should Consider Department and Institutions Needs.**
- **PD Should Label Qualifications as “Preferred”, Instead of “Required”.**

DIVERSITY AND THE SEARCH PROCESS THE POSITION DESCRIPTION

- **The PD Should Specifically Indicate That the University is Committed to EO/AA, Diversity and Encourages Individuals From Diverse Populations to Apply.**
- **PD - Years of Experience Should be Flexible If Possible.**
- **Diverse Candidates Often Have Experience Not Directly In The Academy. For Example, Academic Credentials Plus Experience as a Corporate Executive or College Administrator Might Be a Better Fit and More Value Added to Students, the Department and to the University Than Many Years of Experience as a Professor With No Experience External to the Academy).**
- **For Example, The PD Can Include as a Criteria, “Experience In Diversity Issues” or “Experience Working With Diverse Students” or “Experience Working in Multicultural Academic Environments”.**

DIVERSIFYING THE SEARCH PROCESS THE POSITION DESCRIPTION

- **The Type of Language Used in the PD is Important In Attracting and Recruiting Diverse Candidates.**
- **For Example, Use Phrases Such As:**
 - **“Demonstrated Success In Working With Diverse Populations”.**
 - **“Experience Interacting With Diverse Populations or Students of Color”.**
 - **“Academic Experiences With Culturally Diverse Populations”.**
 - **“Interest In Developing and Implementing Curricula Related to Culturally Diverse Populations”.**
 - **“Experience With a Variety of Teaching Methods”.**

BE CREATIVE!!!!

DIVERSIFYING THE SEARCH PROCESS

LEGAL ISSUES - DIVERSE FACULTY LINES VS. DIVERSE PD

- **Don't Let Status Quo Individuals, Committees or Legal Departments Discourage Attracting, and Recruiting Diverse Candidates For Fear of Litigation! Do Your Job! Diversity is Not a Status Quo Initiative!**
- **BE BOLD AND CREATIVE!**
- **The Fact Is, It is Discriminatory to Use Race or Gender as a "Sole" Criteria in Developing Position Descriptions.**
- **Use Language in the PD That Attracts or Generates Diverse Candidates to Comply with Federal Executive Order 11246 - Remember Executive Order 11246 Requires Federal Contractors Such as Universities, to Make Good Faith Affirmative Action Efforts to Recruit, Hire and Retain "Minorities" and "Females".**
- **If a Department is Not Diverse, Use the Creative Recommendations Mentioned in Previous Slides, and Executive Order 11246 Requirements.**
- **Place Emphasis on Language Used in the PD, such as "Academic Experience in Culturally Diverse Populations". THIS IS LEGAL!**

DIVERSIFYING THE SEARCH PROCESS THE SEARCH COMMITTEE

SEARCH COMMITTEES SHOULD:

- **Use the Assistance of the Diversity Officer and Human Resources Department to Create Consistent Interview and Reference Checking Policies and Practices.**
- **Have Diverse Representation - Race, Culture Gender, Perspectives.**
- **Use Established and Defined Search Procedures.**
- **Be Educated and Trained About the Importance of Diversity.**
- **Ensure That Applicant Pools Are Diverse.**
- **Understand How to Properly Conduct A Search Within Legal Boundaries.**

DIVERSIFYING THE SEARCH PROCESS HOW TO RECRUIT DIVERSE CANDIDATES

SEARCH COMMITTEES SHOULD:

- **Develop a Recruitment Plan Designed to Attract Diverse Candidates.**
- **Consider Using Dr. Caroline Turner's ACE Guidebook for Search Committees as a Resource.**
- **Consider Using the DiversityWorks, Inc. Video as a Resource.**
- **Use Multiple, Simultaneous Recruitment Strategies.**
- **Use Creative Recruitment Strategies - Especially Personal Relationships Developed by Diverse Faculty Already Hired.**
- **Post the Advertisement With Diverse Networks Designed to Attract Diverse Candidates Such As the Visiting Scholars Program and ABD Fellowship Program.**

DIVERSIFYING THE SEARCH PROCESS DIVERSE CANDIDATE RECRUITMENT BEST PRACTICES

- **Advertisements Should Target Diverse Graduate Students or ABD (All But the Doctorate) Candidates.**
- **Advertisements Should Target Diverse Candidates in Non -Traditional Areas (Experience External to the Academy).**
- **Advertisements - Should Market Features About the Institution That Make It Attractive to Diverse Candidates. For Example, an East Stroudsburg University of PA , Advertisement States: “90 Minutes from NYC”. ESU is not Located in an Urban Area, However, Marketing NYC Will Probably Attract Diverse Candidates.**
- **Link the Web Page Where the PD is Posted to Community Links and University Cultural Resources .**

DIVERSIFYING THE SEARCH PROCESS THE CAMPUS VISIT FOR FINAL CANDIDATES

The Campus Visit:

- **Demonstrates Sincere Interest In the Candidate.**
- **Allows the Candidate to Make an Informed Decision Regarding Accepting an Offer.**
- **Showcases Diversity Efforts, Internal Diversity Resources and the Community.**
- **Provides an Itinerary That Includes Meetings With Diverse Campus and Community Constituents (Faculty/Students).**
- **Allows Candidates to Meet With Diverse and Majority Faculty Who Have Similar Scholarly Interests.**
- **Allows Candidates to Understand Departmental Research, Teaching and Service Expectations.**

POST- SEARCH RETENTION BEST PRACTICES

- Offer An Acceptable Salary - Do Not “Low Ball” Diverse Candidates.
- Salaries in Public Institutions Are Public - Do not “Set Up” A Law Suit You Do Not Need!
- Provide Diverse Hires With Diverse and Majority Mentors.
- Demonstrate Collegiality and Provide a Comfortable Supportive Climate.
- Make Sure Diverse Hires Are Not Treated As Token Hires.
- Include Diverse Hires In Informal Networks and Social Events.
- Value the Academic Expertise of Diverse Hires.
- Make Sure Diverse Hires Are Not “Expected” to Handle Multicultural or Diversity Issues.
- Showcase the Expertise of Diverse Hires In the Local Community.
- Make Sure Diverse Hires Understand the Tenure Process and Other Important Policies, Rules and Procedures via Orientation.

DIVERSITY ACCOUNTABILITY MEASURES-THE ULTIMATE BEST PRACTICE

PA STATE SYSTEM OF HIGHER EDUCATION:

- Under the Innovative Leadership of PASSHE Chancellor Judy G. Hample, and PASSHE Presidents such as Dr. Robert Dillman, President of East Stroudsburg University, Dr. Francine McNairy, President of Millersville University, Dr. Jessica Kozloff, President of Bloomsburg University, Dr. Joseph Grenenwald, President of Clarion University, Dr. Frank Pogue, President of Edinboro University, Dr. Angelo Armenti, President of California University and Dr. Madeline Adler, President of West Chester University and Other Presidents, PASSHE Has Developed and Implemented:
 - A Model System for Developing and Implementing Quantitative and Qualitative Diversity Accountability Measures.
 - Numerical Targets/Benchmarks for 14 PASSHE Universities Which Measure Diversity and Hold PASSHE Universities Accountable for Student and Faculty Diversity.
 - A System-wide Strategic Plan That is Used As “The Framework” to Drive Faculty and Student Diversity.
 - A System-wide “Diversity” Strategic Plan.

DIVERSITY ACCOUNTABILITY MEASURES - THE ULTIMATE BEST PRACTICE

■ SOME PA STATE SYSTEM FACULTY QUANTITATIVE DIVERSITY ACCOUNTABILITY MEASURES ARE:

- Employee Diversity - Female (Executives)
- Employee Diversity - Female (Faculty)
- Employee Diversity - Females (Prof. Non-Faculty)
- Employee Diversity - Minorities (Executives)
- Employee Diversity - Minorities (Faculty)
- Employee Diversity - Minorities (Non-Faculty)

DIVERSIFYING THE FACULTY BEST PRACTICES CHECKLIST AND SUMMARY

- **Diversifying Faculty - Must Be Demonstrated By Commitment from Top Administrative Leaders (Chancellor, President, Administrators, Faculty Constituent Groups).**
- **Diversifying Faculty - Must Be An Institutional Strategic Plan Priority.**
- **Diversifying Faculty - Should Have a Diversity Strategic Plan.**
- **The Institution - Should Have an Affirmative Action Plan/Federal Contractor.**
- **Ideally - Each Department Should Have an AAP.**
- **The AAP - Can Be Used To Influence Status Quo Legal Departments to Show That Diversity is a Legal, Federal Requirement Requiring Innovative Practices to Advance Affirmative Action and Diversity Efforts.**
- **Universities That Do Not Have An AAP - Are Subjecting Themselves to Litigation and Federal Audits.**
- **An AAP - Is a Statistical Reality Check.**

DIVERSIFYING THE FACULTY BEST PRACTICES CHECKLIST AND SUMMARY

- **AAP Data - Does Not Drive Institutional Change, People Who Are Measured on Performance Evaluations Do!**
- **The *University of Michigan* U.S. Supreme Court Case - is about “Race” Based Student Admissions Programs, Not about Faculty Diversity.**
- **Executive Order 11246 - Governs Federal Contractor AA Programs and Faculty Employment.**
- **Ideally - Universities Should Have Diversity Accountability Measures.**
- **Diversity Accountability Measures - Should be Tied to Performance Outcomes and Dollars \$\$ (Rewards and Incentives).**
- **Demographic Trends - Should be Used To Market and Advance the Case for Diversifying the Faculty.**
- **An Institutional Definition of Diversity - Should Be Developed.**
- **Market the Case For Diversity - Via Student and Faculty Demographic Trends.**
- **Link Diversity - to Quality and Academic Excellence.**

DIVERSIFYING THE FACULTY BEST PRACTICES CHECKLIST AND SUMMARY

- **Recruiting, Hiring and Retaining Diverse Faculty - Must Go Beyond Rhetoric and Translate into Policy and Action.**
- **Conduct a Climate Survey with Quantitative and Qualitative Elements - to Assess Climate Issues Related to Faculty Diversity.**
- **DiversityWorks, Inc Video - Is An Excellent Resource Regarding University Diversity Climate Issues.**
- **Use Innovative, Creative Methods - To Recruit, Retain and Hire Diverse Faculty Without Fearing Advice From Status Quo Legal Departments.**
- **Isolation, Scrutinizing Credentials, Tokenism, Research Validation, Unconscious Race, Ethnic and Gender Bias - Are Some Reasons Diverse Candidates are Not Recruited and Hired.**
- **Be Aware That the “King of the Hill” and “Queen Bee” Syndrome - May Be Prevalent Among Diverse Faculty Already on Campus in Resisting and Sabotaging Hiring Other Diverse Faculty. White and Male Faculty Can Be Great Allies to Champion Campus Diversity Efforts.**

DIVERSIFYING THE FACULTY BEST PRACTICES CHECKLIST AND SUMMARY

- **Analyze the Search Process - to Ensure Commitment to Diversity.**
- **Is the Position Description - Aligned With Commitment to Diversify the Faculty?**
- **Does the Position Description - Use Language that Attracts Diverse Faculty?**
- **Is the Position Description - Attracting Non-Traditional Applicants with Experience Not Necessarily in the Academy?**
- **The PD Can Include Criteria Such As - “Experience Working With Diverse Populations” Without Encountering Potential Reverse Discrimination Legal Barriers. BE CREATIVE!**
- **It is Legal - To Use Language in the PD that Attracts Diverse Candidates.**

DIVERSIFYING THE FACULTY BEST PRACTICES AND CHECKLIST SUMMARY

- **Ensure That Search Committees - Are Diverse.**
- **Have Clearly Defined - Search Procedures and Policies.**
- **Train Search Committees - About EEO Policies.**
- **Have EEO and HR Departments - Assist with Developing Fair and Consistent Interview Questions and Reference Checking.**
- **Develop a Recruitment Plan - To Attract Diverse Candidates.**
- **Use Innovative, Creative Methods - To Recruit Diverse Candidates.**
- **Advertisement Should - Showcase Features About the Institution That Make It Attractive to Diverse Candidates.**
- **Link the Web Page Where the PD is Located - To University and Community Links and Related to Cultural Resources.**

DIVERSIFYING THE FACULTY BEST PRACTICES CHECKLIST AND SUMMARY

- **Showcase - Positive Elements of the Campus Via The Campus Visit.**
- **Showcase - The Campus Culture and Community to Diverse Candidates.**
- **Negotiate Salary - In Good Faith, Especially With Diverse Candidates.**
- **Post Hire - Make Sure Candidates Receives Policy Orientation.**
- **Post Hire - Make Sure Candidates Are Mentored by Diverse and Majority Faculty.**
- **Remember - Diversity Accountability Measures Are the Ultimate Best Practice!**

THANK YOU! 😊

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