

AGENDA
Diversity and Internationalization Committee Meeting
Dr. Lara Willox, Committee Chair
Tuesday, October 31st 2 pm Campus Center 105

- I. Call to Order
- II. Attendance
- III. Approval of Minutes
- IV. Faculty Senate review
- V. International hiring presentation – HR
- VI. Diversifying the faculty – Discussion with HR attendees
- VII. Senate topic for next meeting?
- VIII. Liaison reports
 - a. President’s Commission on Campus Inclusion
 - b. Office of Education Abroad Advisory Council
 - c. Center for Diversity and Inclusion
- IX. Other business?

This was also sent as an attachment:

Notes on Diversifying the Faculty
Prepared for Dr. Michael Crafton 1/26/2017; Dr. Yves-Rose Porcena

Benefits of diversifying the faculty

Numerous studies and longstanding research show that a diverse faculty leads to great benefits in education for all students (e.g., [Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms](#)). A diverse academy:

- Helps colleges and universities fulfill the mission of higher education
- Enhances an institution's academic reputation
- Adds multiple perspectives, theories and approaches to scholarship and the curriculum
- Helps institutions achieve excellence in research, teaching and service
- Helps institutions recruit a diverse student population

Is it legal to plan efforts to diversify the faculty?

Yes, as long as it supports a compelling interest at the institution (institutional goals), is defined broadly, is based on individual merit and not on race or some other non bona fide categories, and is reviewed periodically (Grutter vs. Bollinger).

Best Practices to Diversify the Faculty

There are numerous practices that have been very successful at diversity the faculty. In general, the ones that work tend to include the following components:

- Committed leadership up and down: president, provost, vps, deans and chairs
- Define the problem/know the facts as it relates to UWG; get buy-in from faculty
 - Many believe that a significant barrier to hiring faculty of color is that many department chairs just do not believe in diversifying the faculty ([The Hechinger Report](#))
 - Create a committee charged with recommending best practices; best to integrate this as part of a larger planning process such as LEAD and not an isolated diversity initiative
 - Internal accountability: link diversity initiatives to academic excellence
- Debunk myths about minority faculty availability
 - Research (Smith et al., 2009, 2015) shows that only 11 percent of the scholars of color, and 3% of Latino scholars, were recruited for a faculty position and encouraged to apply; and most did not have an offer from no more than two schools.
 - [The Survey of Earned Doctorates \(SED\)](#) is an annual census conducted since 1957 of all individuals receiving a science and engineering doctorate from an accredited U.S. institution in a given academic year. In December 2015, 28% of the recipients were non-white. These numbers have been increasing since 1989.

- Have transparent and consistent hiring policies and procedures (*I can easily put this together but it's best done working through a committee process*)
- Interrupt routines which have led to a non-diverse faculty (Smith et al., [Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty](#), The Journal of Higher Education, 75:2 133 (March/April 2004); *this is done through adopting new procedures and creating accountability*)
- Conduct genuine outreach by expanding network, advertising widely and in targeted places
- Dedicate funds to recruitment initiatives
- Design well-crafted job descriptions that are UWG mission-and value sensitive
- Re-examine criteria for entry
 - 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 diverse institutions and online programs?
- Expand search committees and ensure they are diverse
- Train faculty on legal and ethical principles for conducting a search but also shape faculty perceptions about diversity and help them understand how unconscious bias and exclusionary thinking impacts search results
- Create checkpoints to ensure diverse applicant pool (*the role of the diversity officers*)
- Pay attention to the applicant: create and distribute pamphlets on community, partner assistance programs to all candidates

Postdoctoral teaching/research academic fellowship programs that serve the dual purpose of providing academic experience for diverse scholars and providing diverse faculty for our students are very useful.

Other practices – not recommending at this time

Some schools have undertaken the following initiatives but I don't believe we are at this point yet because we have not tried the basic first steps in an intentional and deliberate manner. I include these because advocates tend to cite them. These initiative have survived legal challenges depending on how much or how little race, or racial incentives, actually played a part in the decision to hire a particular candidate, and whether that use of race can be tied to a particular educationally justifiable rationale (see [Federal Law and Recruitment, outreach and retention: A framework for Evaluating Diversity-Related programs](#))

- **Target of Opportunity Hires:** A number of institutions have set up programs designed to create the flexibility to hire individuals who add particular expertise, experience and diversity to an area of need.
- **Incentive Funds:** Funds designed to provide incentives to departments to recruit and hire minorities; such funding may include extra departmental money, salary assistance, or other misc.
- **Bonus Hire Programs:** Some institutions have also tried various programs where a department is given an additional faculty position if it hires a minority candidate.

Additional resources:

Diversifying the faculty:

<http://news.stanford.edu/2016/05/27/senate-hears-reports-diversifying-faculty-improving-leadership-climate-campus/>

<http://senate.universityofcalifornia.edu/files/news/source/faculty-diversity.august2016.html>

[http://senate.universityofcalifornia.edu/files/reports/documents/DH AD DiversityHiringBestPractices.pdf](http://senate.universityofcalifornia.edu/files/reports/documents/DH_AD_DiversityHiringBestPractices.pdf)

<http://www.asccc.org/resolutions/diversifying-faculty-enhance-student-success>

<https://case.edu/facultysenate/media/caseedu/faculty-senate/images/Draft-FS-Resolution-re-Diversity-360-Training.pdf>

<https://www.uc.edu/content/dam/uc/facultysenate/Docs/Resolution%20Concerning%20Proposed%20Diversity%20Initiatives%20at%20the%20University%20of%20Cincinnati%2021116.pdf>

http://www.uc.edu/content/dam/uc/facultysenate/Docs/Resolution%20creating%20inclusive%20classrooms%2011_2_2016.pdf

<http://fassenate.yale.edu/sites/default/files/files/Reports/FAS%20Senate%20-%202016-05-19%20-%20Diversity%20and%20InclusivityFINAL%20copy%202.pdf>

Minority Serving Institution:

The list of MSI can be found at <https://www2.ed.gov/about/offices/list/ope/ides/eligibility.html#el-inst>