

Diversifying Faculty and Staff: Indiana State University
Search Committee Study

CLOSING REPORT AND RECOMMENDATIONS

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Prepared by OpenSource Leadership Strategies, Inc.
www.opensourceleadership.com
with assistance from MP Associates, Inc.



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Executive Summary

In the fall of 2009, Indiana State University contracted OpenSource Leadership Strategies, Inc. to support the University’s goal of diversifying its faculty and professional staff. In response to the recommendation of the University’s Diversity Council, OpenSource agreed to conduct a qualitative study of ISU’s search committee process. Working with the Diversity Council, the newly appointed University Diversity Officer, and the Affirmative Action officer, we organized a data gathering strategy that would result in specific recommendations for diversifying the faculty and staff via search committee practices.

Our data gathering protocol encompassed several methodologies: interviews with key stakeholders, a review of relevant ISU materials, an online survey of search committee participants, a debrief of the Dean, Arts and Science Search Committee post hire, interviews with three peer institutions, and the design and facilitation of four meetings to communicate and discuss data themes.

After a thorough analysis of the data, we identified five key themes, presented to members of the ISU community and the President’s Cabinet in March 2010:

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p><i>1. Insufficient Data Infrastructure:</i></p> <p>The lack of consistent, centralized, and complete database of search committee members, open positions, candidates, applicants, and hires currently impedes ISU from accomplishing its goals.</p> <p>The use value of ATS is minimized without consistent use. Once the use is made more consistent and exceptions</p>	<ul style="list-style-type: none"> ▪ Applicant tracking system (ATS) implemented by human resources is known throughout the organization. ▪ Affirmative Action Officer actively engaged in supporting administrators and faculty to monitor search processes and hiring related policies and practices. ▪ Many faculty and staff acknowledge the importance of the system during open forums and many expressed surprise to learn of its inconsistent use. ▪ Human resources policies for ATS use are 	<ul style="list-style-type: none"> ▪ ATS is used inconsistently; between 2006, 2009: <ul style="list-style-type: none"> ⇒ 50 positions: “In ATS, search committee” ⇒ 45 positions: “Not in ATS, No search committee” ⇒ 23 positions: “Not in ATS, search committee” ⇒ 11 positions: “In ATS, No search committee” ▪ Not clear how or why these decisions are made. Human Resources and Academic Affairs engage different stakeholders and

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>are kept to a minimum, data themes will more accurately reflect reality and data can be easily analyzed and shared with leadership.</p>	<p>clearly indicated in a wide variety of places: faculty handbook, websites, and personal support from staff.</p> <ul style="list-style-type: none"> ▪ Academic Affairs is conducting exit interviews and some demographic data is collected of the interviewees to help determine how organizational culture impacts retention. 	<p>may benefit from closer alignment.</p> <ul style="list-style-type: none"> ▪ For example, in order to administer our online survey, OpenSource sought to identify all the people who had participated on search committees from 2004 to 2009. We were unable to go back to 2004 and had to adjust our time frame to 2006 due to lack of record keeping throughout the institution. Even for 2006-2009, this information was challenging to obtain and the process varied from office to office, college to college. ▪ People consistently remarked about the confidential nature of searches as the reason for not posting the position in ATS. Although only 2 employees (HR position and the Affirmative Action Officer) have job responsibilities which give them access to the applicants listed in the database, it appears there is either misinformation about this, or the need for trust building. ▪ Exit interview data does not appear to influence decision making. Unclear how this data is shared and what analysis is made or other actions taken.
<p><u>II. Inconsistent Processes:</u></p> <p>Variation in practice and expectation</p>	<ul style="list-style-type: none"> ▪ <i>Search Committee Information</i> contains clear statements about bias, a list of inappropriate questions, tips for interviewees of color to meet with campus personnel of same race/ethnicity. 	<p>The accountability for upholding Appendix H of the Handbook is unclear. How often and in what ways to Deans, Academic Affairs, or other key leaders assess compliance? What are the</p>

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>for the decision to convene search committees, and then inconsistent perceptions about the charges and responsibilities of the committee to diversify the faculty and staff. These variations can create confusion about the importance of the goal as faculty or staff may misinterpret different strategies as a lack of coordination or commitment to the goal.</p>	<ul style="list-style-type: none"> ▪ <i>Principles of Conduct in Employment Services</i> Power Point presentation. ▪ <i>Appendix H of Faculty and Staff Handbook</i> states the expectations that women and minorities will be represented on faculty and executive/administrative and professional staff search committees. If not available or part of department, persons will be invited from other areas. Job titles and position descriptions will be studied to ensure discrimination is not occurring. ▪ The Affirmative Action Officer has made tremendous efforts to create greater accountability in the last 2 years. ▪ Administrative Staff Checklist attempts to ensure search committee membership has ethnic and gender diversity, as well as a description of the responsibilities of the search committee. ▪ Comprehensive educational modules have been created and are available. ▪ The human resources office and the affirmative action officer have a joint effort to educate all faculty, search committees and hiring managers on their responsibilities for diversifying the pool and ultimately the campus. 	<p>consequences of ignoring the Handbook?</p> <p>According to the survey results:</p> <ul style="list-style-type: none"> ▪ Only 58% claim that search committee discussed diversifying faculty/staff. ▪ Only 39% perceive significant effort to diversify the committee. ▪ Only 48% believe that significant effort was made to diversify the pool of applicants. ▪ Discussion where to network, advertise and announce open position: 74% of white members say Yes and 44% of people of color say Yes. ▪ Diversity as a CAPACITY for teaching or working with diverse populations is overlooked or misunderstood ▪ From the survey, searches for Teaching – Was there discussion regarding a candidate’s multicultural teaching pedagogy: People of color perceived this was Not Mentioned 42% compared to whites at 34%. Conversely, people of color perceived this was discussed 33% of the time, where as whites perceived it was discussed 41% of the time. <p>There is likely good will and consistent good intentions spoken by leadership – unfortunately, there are no clear signs that committee chairs and departmental chairs are expected to comply or</p>

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
		<p>that they have clear indicators of what compliance looks like.</p> <p>Exceptions to expected search committee processes are not documented in any centralized fashion.</p> <p>Voices from past search committee members:</p> <ul style="list-style-type: none"> ▪ “We don’t make the choice, we just recommend.” ▪ “I was not privy to all that the committee did.” ▪ “We had a hard time agreeing on priority criteria.” ▪ “I was not sure what the final meeting would consist of.” ▪ “I doubt the administration will value the recommendation of the committee over its own designs.”
<p><i>III. Three Conflicting Subcultures:</i></p> <p>Reluctant, contemplative, and action-oriented perspectives are reflected in three subcultures at the university, creating conflicts at decision making points during the process. There is a significant opportunity to support</p>	<ul style="list-style-type: none"> ▪ Many faculty and staff articulated a strong desire to see the campus reflect greater numbers of under-represented minority and women faculty. ▪ The Contemplative mindset (“<i>Surely, there is something better than what exists here at ISU?</i>”) is open to education about the desired changes, and the Action-Oriented mindset (“<i>All of the best practices you mention were</i>”) is 	<ul style="list-style-type: none"> ▪ The Reluctant mindset is represented by the comment, “<i>The focus on diversity for political correctness sake has ruined the campus.</i>” ▪ This attitude or perspective can create problems for making change, depending on the status of the person (a front line employee, a vice president, a chair of a search committee, or a faculty member). ▪ For example, when contacted by the

DATA THEMES		
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<p>dialogue between these three perspectives, apart from the charge of the search committee.</p>	<p><i>utilized... I made a point at professional conferences to discuss the open position with diverse doctoral students.”)</i> is leading the way with personal responsibility for action and change.</p> <ul style="list-style-type: none"> ▪ Several minority faculty as well as white faculty voiced concerns for how to best address the reluctant mindsets in search committee meetings, as well as in general. 	<p>University Affirmative Action Officer about lack of diversity on the search committee, the mindset of the search committee chair could determine how this feedback is received and what if any action is taken.</p> <ul style="list-style-type: none"> ▪ Similarly, an under-represented minority candidate will likely have questions and concerns about the climate at ISU, as well as in Terre Haute. How these concerns are fielded is likely to depend on the faculty or staff person’s mindset about diversity in general and ISU’s strategic goal of diversifying the faculty and staff in particular. ▪ Because recruitment is a very complex and personal process, many choice points during the process will depend on how the policies and practices are enacted by the people involved. For this reason, the importance of mindset of leaders and search committee members cannot be overstated.
<p><u>IV. Education and Communication Shortfall:</u></p> <p>Lack of expectations and structure for delivering current, relevant and needed education creates misinformation about affirmative action and ISU’s</p>	<ul style="list-style-type: none"> ▪ New Faculty orientation includes a module on diversity. ▪ As stated above, there are several useful tools at ISU created by Human Resources and the Affirmative Action Officer to educate the community about the goals of affirmative action, tools for diversifying the pool of candidates, resources for how to write a 	<ul style="list-style-type: none"> ▪ Education of search committees and departments is largely perceived as voluntary and in some cases has a low priority. ▪ No accountability for communication and education of search committee members and chairs on topics such as current demographical data, the university’s diversity and affirmative action vision and plan,

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>search committee processes, results in little change for reluctant and contemplative mindsets, and unduly burdens action-oriented faculty and staff to be change agents in isolation.</p>	<p>posting and where to advertise, as well as many other educational modules.</p> <ul style="list-style-type: none"> ▪ The College of Education mandates an educational session for all search committee members and chairs at the outset of the semester. The Dean facilitates this meeting and makes his vision and expectations for diversifying the faculty and staff clear. 	<p>conflict negotiation skills, group dynamics, diversity myths and other topics related to successful diversification of the faculty and staff.</p> <ul style="list-style-type: none"> ▪ Taking advantage of the tools and resources is wholly dependent on the chair of the search committee, the departmental chair, or the individual perception of the Dean. ▪ According to interviews with the Deans and the Provost, the Dean’s council meeting agendas have not included topics related to diversifying the faculty in 5 years. ▪ In the survey, the lowest ranked offices and colleges regarding public explicit messages about diversifying the faculty and staff were the Deans of the Colleges of Business (7%) and Technology (7%), and the Vice President for Business Affairs (4%).
<p><u>V. Opportunity for Alignment and Accountability:</u></p> <p>No apparent accountability system exists for the vice-presidents or deans related to the expectations and responsibilities of key leaders towards the diversification of faculty and staff. Further, there are several bodies</p>	<ul style="list-style-type: none"> ▪ The hiring of a University Diversity Officer to take leadership on many strategic diversity goals will likely support greater alignment and accountability. ▪ The inclusion of Strategic Planning Goal #6 to diversify the faculty is a key effort at integrating diversity into the strategic planning process. ▪ The President has taken action to hold leaders accountable and has stated clearly in multiple 	<ul style="list-style-type: none"> ▪ Though some top leaders did feel empowered to make decisions that might diversify pools, search committees, or ultimately, their staff or faculty, there are no diversity-related benchmarks throughout the leadership creates an accountability “hot potato.” ▪ 116 out of 145 survey participants stated there is institutional commitment but only 50% of these respondents rated the commitment as explicit.

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>charged with diversity-related goals (Diversity Officer, Diversity Council, Affirmative Action Officer, Human Resources, Strategic Plan Goal 6 Co-Chairs) and a seeming lack of alignment that negatively impacts perceptions, resources and the ability of each office or body to work strategically.</p>	<p>venues his intention to build a more diverse faculty and staff at Indiana State University.</p> <ul style="list-style-type: none"> Survey results indicated that leaders made explicit public messages about diversity: President (81%) and Provost (56%). 	

DATA THEMES BY COLLEGE					
	Arts and Science	Business	Education	Nursing, Health and Human Services	Technology
Strengths	<ul style="list-style-type: none"> Debrief revealed a high degree of action orientation on the part of the Dean search committee chair. 26 of the Arts and Science faculty and staff believe that some or significant effort was made to ensure diverse perspectives and 	<ul style="list-style-type: none"> International faculty recruitment has impacted the culture, creating more awareness of ethnic and cultural differences. Opportunities exist to integrate diversity recruitment and 	<ul style="list-style-type: none"> Dean is action oriented and produces specific documents and expectations which are communicated throughout the College. Based on interviews the search committee composition is 	<ul style="list-style-type: none"> Dean is enthusiastic about making changes to succeed with diversifying the faculty and staff. Institutional commitment for diverse faculty/staff at ISU has been communicated by 	<ul style="list-style-type: none"> 58% of respondents believe that consistent attention is made to create a welcoming environment. 68% believe that significant effort was made to ensure that the search committee reflected diverse perspectives. 47% perceived significant monitoring

	<p>opinions were present on the committee, compared with 17 in Technology, 21 in Nursing, 20 in Education, and 5 in Business.</p>	<p>retention into the curriculum of the College, as a business competency topic.</p>	<p>more likely to include faculty, staff or community members from outside the hiring department.</p> <ul style="list-style-type: none"> ▪ A diversity assessment was recently undertaken. Results will inform the College's strategic plan and capacity building efforts. 	<p>University: Somewhat Explicit – 44%.</p>	<p>of the evolving pool to ensure diversity.</p>
<p>Challenges</p>	<ul style="list-style-type: none"> ▪ Inconsistent support for the African American Studies Program 	<ul style="list-style-type: none"> ▪ 50% of search committee members stated that the diversity of the search committee was not mentioned. ▪ 56% of survey respondents stated that “some effort” was made to attract a diverse candidate pool. ▪ 50% of respondents did 	<ul style="list-style-type: none"> ▪ Maintaining action orientation and leadership in a larger context of inaction is challenging. ▪ Faculty and staff in COE will bring higher diversity expectations to their university responsibilities and experiences and may be met with resistance by their 	<ul style="list-style-type: none"> ▪ Lack of tools and resources for the Dean to hold faculty and search committees accountable for diversifying the faculty. ▪ 36% of search committee members stated that the diversity of the search committee was not mentioned. 	<ul style="list-style-type: none"> ▪ Inconsistent messages from leadership about expectations and results. ▪ Need to distinguish between international recruitment and historically under-represented minorities in the USA. ▪ 7% of the COT perceives that the Dean sends public explicit messages about the importance of diverse faculty and

		<p>not know if the candidate pool was monitored to ensure diversity.</p> <ul style="list-style-type: none"> ▪ Need to distinguish between international recruitment and historically under-represented minorities in the USA. ▪ 7% of the COB perceives that the Dean sends public explicit messages about the importance of diverse faculty and staff. 	<p>colleagues from other colleges.</p>	<ul style="list-style-type: none"> ▪ Rationale for diverse faculty/staff is communicated in the strategic plan for my college: 36% Implicit ▪ 56% of survey respondents stated that “some effort” was made to attract a diverse candidate pool. ▪ 67% of respondents did not know if the candidate pool was monitored to ensure diversity. 	<p>staff.</p>
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At-A-Glance Recommendations

BEFORE THE SEARCH:

- 1. Articulate a Leadership Message:** Define the case for diversity as related to the institution's mission and vision. Share this message broadly and consistently.
- 2. Expect Specific Results:** Create a university-wide scorecard for successful achievement of strategic plan goal 6 – Diversifying the Faculty and Staff – which outlines individual responsibilities of relevant leaders and stakeholders.
- 3. Initiate a Public Relations Plan to Promote the University:** Lead a collaborative effort in Terre Haute to develop a campaign that emphasizes the many cultural resources in central Indiana, the diversity of the community living in Terre Haute and the University's pride in its long lasting tradition of being a welcoming campus to all people, in particular African American students from across Indiana.
- 4. Review Job Posting Practices:** Further scrutiny is needed of when and how positions are created and announced, as well as why searches are stopped. Accordingly, attention is needed to how this information is communicated to the campus.
- 5. Improve the Campus Climate for Minorities and Women:** Creating an inclusive climate for all members of the ISU community is key to retention; research demonstrates that recruitment and retention are intricately linked.
- 6. Develop Decentralized Educational Initiatives:** Educate the university community using material that is academically relevant and reflects the interests and needs of the students, staff, and faculty.

DURING THE SEARCH:

- 7. Ensure Composition of the Search Committee is Diverse:** Diversifying the search committee is essential to the success of the process in order to both present a more diverse picture of ISU to candidates, as well as to support more thorough analysis of candidates' from multiple perspectives.
- 8. Guarantee Communication with All Search Committees:** All search committees, regardless of College or position, should carry a consistent message that clearly describes the charge, expectations, and parameters specific to diversifying the campus.
- 9. Educate Departmental and Search Committee Chairs:** The authority and status of the Committee Chairs creates an additional level of leadership responsibility; Chairs will benefit from an additional educational module aimed at their duty.
- 10. Debunk Myths with Facts:** Myths and stereotypes about minority candidates can impede a search committee from diversifying the faculty. Researchers have published widely on these myths and their work lends itself to educational programming for search committee members and chairs.
- 11. Standardize ISU Position Descriptions:** Explore the use of specific and consistent language that increases the likelihood of a diverse response to the announcement.
- 12. Increase Diversity of the Candidate Pool:** Specific efforts need to be made to target scholars and professionals from under-represented backgrounds. Advertising, describing the position with an eye towards diversity, networking and inclusive interview practices will help diversify the pool of candidates. The committee should check with the Affirmative Action Officer to ensure whenever possible that the pool of applicants is sufficiently diverse and includes under-represented minority candidates who meet the established criteria.

13. Attention to Bias During Screening:

Once the committee has a truly diverse group of applicants, it behooves the University that committees screen applicants in as unbiased and proactive a manner as possible.

14. Design Meaningful Campus Visits:

The visit offers a dual function of showcasing candidates' academic pursuits and interests, and highlighting institution's strengths.

AFTER THE SEARCH:

15. Debrief the Process:

Assess the search process and outcome by evaluating the process as well as the candidate – particularly if the process did not yield a desired outcome.

16. Develop a Centralized Data Infrastructure:

Build a data infrastructure that supports a variety of coordinated data collection for hires and promotions, analysis and dissemination.

17. Structure Welcome and Orientation Practices:

Develop college-wide expectations and systems for how to welcome and orient new faculty and staff, with particular attention to feelings of isolation or scrutiny by under-represented groups.

Our Full Report Begins On The Next Page.

Introduction

In the fall of 2009, Indiana State University contracted OpenSource Leadership Strategies, Inc. to support the University's goal of diversifying its faculty and professional staff. In response to the recommendation of the University's Diversity Council, OpenSource agreed to conduct a qualitative study of ISU's search committee process and worked with the Diversity Council, as well as the University Affirmative Action and Diversity Officers, to organize a data gathering strategy that would result in specific recommendations for improving search committee practices. This report summarizes our work and outlines specific and actionable recommendations for Indiana State University to successfully recruit more women and underrepresented minority faculty and staff.

Underrepresented minorities are those racial and ethnic populations that are underrepresented in their profession relative to their numbers in the general population. Women in fields that have been traditionally male dominated such as science, mathematics, engineering and financial services are often included in this definition. This is an important distinction as it clarifies that diversifying applicant pools, for example, refers to increasing the number of applications from Hispanics, African Americans, Alaskan/Native Americans and Asians, in cases where ISU determines these ethnicities are under-represented. Indiana State University has increased the number of international scholars on campus, which has certainly added to the diversity of the campus, however, this change is different from the vision to increase the presence of historically under-represented minority faculty and staff.

Our Team

The OpenSource Leadership Strategies, Inc. research team encompassed three colleagues with considerable combined expertise in the field of diversity strategic planning and higher education. Managing the project and facilitating all of the site visits and face to face interviews for this project, Evangeline Weiss acted as the primary liaison between the University and the team. Maggie Potopchuk, of MP Associates, Inc. designed the survey, reviewed the University's materials and conducted the peer institution interviews, in addition to contributing to the overall data analysis and key themes. Gita-Gulati-Partee, President and Founder of OpenSource, administered the contract and contributed to all phases of the project. Although we each had specific roles and contributions to make, we worked closely to deliver a report that reflects the strengths of our individual experiences, as well as our collective wisdom.

In addition to our consulting team, we are extremely grateful to Mary Ferguson, ISU's Diversity Officer, as well as the leadership group for the Diversity Council led by Carmen Tillery, the Dean of Students. Support from Sheila Johnson, the University's Affirmative Action Officer, and Tami Weinzapfel-Smith and Will Downs from Human Resources significantly strengthened our efforts. We are grateful to all the Indiana State

University staff and faculty who took time to meet with us, respond to the survey and support the overall goals of this study. Their contributions allow us to present recommendations which we believe reflect the complexity and unique character of Indiana State University.

Methodology

Multiple and varied data points result in recommendations that are useful and realistic, while also challenging the University to achieve a significant gain in the area of under-represented minority faculty and staff recruitment. Our data gathering protocol encompassed these major methodologies.

- Interviews with key stakeholders
- Survey of past search committee participants
- Materials review
- Peer institution interviews
- Debrief of Dean, Arts and Science search committee
- Open forums to communicate and discuss data themes

Interviews: In December of 2009, Evangeline Weiss interviewed all of the University leadership, including the President, Provost, many Vice-Presidents and all of the College Deans. (For a complete list of interviews, please see *Appendix A*). All interviews were conducted on ISU campus and included the following four questions:

1. How do you believe a more diverse faculty and administration will support the mission of this University?
2. What important diversity practices have been implemented in the last 3 years that you believe support diversity at ISU?
3. What diversity challenges at ISU seem most urgent in your opinion?
4. Please share your reflections about the search process at ISU.

Themes from these interviews were synthesized and are included as part of our findings in the next section, Key Themes. Additional interviews and follow-up discussions took place during the second visit in March, 2010.

On-Line Survey: In December of 2009, we developed a 37-question online survey for ISU faculty and staff who had participated in the search process from 2006 to 2009. This timeframe reflects the availability of institution-wide data. The survey was administered to 175 people; we received 150 completed surveys within the 10-day time frame. (See *Appendix C* for a copy of the survey tool). Respondents represented different

areas of the University's academic and administrative areas, as well as a range of time affiliated with the institution, demographic attributes and perspectives on diversifying the faculty and staff.

Data Theme Presentations: In March of 2010, we presented the themes from our data gathering to a variety of audiences: two open forums were held in the student union, a presidential cabinet meeting allowed us 30 minutes on the agenda, and we also presented the themes to the leadership team of the Diversity Council, as well as the University's Diversity and Affirmative Action Officers. Highlights from the presentation include a range of dialogue about the culture and climate at ISU, perceptions about the applicant tracking system, and finally, a range of reactions to survey data when analyzed by race. A copy of the PowerPoint presentation can be found in *Appendix D*.

Materials Review: OpenSource also received samples of recruiting materials from the University and reviewed these materials for references to diversity, descriptive language, and patterns. For the complete list of the materials we reviewed, please see *Appendix E*.

Debrief of the Dean, Arts and Sciences Search Committee: After the conclusion of this committee's work, we met with them to explore how diversity was managed during the course of their process. We discovered the committee's challenges as well as their application of best practices. This process enables us to consider themes from the survey responses in the context of a real time search committee. For a list of the search committee, please see *Appendix F*.

Peer Institution Interviews: Three state universities were chosen to be interviewed based on their location (Midwest), having similar community demographics to Terre Haute and being listed with positive faculty diversity numbers and/or student retention rates in Indiana State University's Diversity Council Annual Report, 2008-09. Our thanks to the following individuals for participation in the interview process:

- Dr. Charles Payne, Office of Institutional Diversity, Ball State University
- M. Shane McCreery, J.D., Office of Equal Opportunity, Ethics and Access, Illinois State University
- Dr. Martha Warfield, Office of Diversity and Inclusion, Western Michigan University
- Zarinah El-Amin Naeem, Office of Diversity and Inclusion, Western Michigan University
- Tammy Miller, Office of Institutional Equity, Western Michigan University

The interviews were focused on two main subject areas, each University's staff and faculty search process (e.g. data infrastructure, search committee training, outreach practices, relationship with the greater community) as well as broader strategies to create an inclusive university. Before each interview, information was compiled from each University's website and documents, in order to create specific questions about programs. (For the full summary of Peer Institution Interviews, See *Appendix G*.)

Diversity in Higher Education – Context for This Study

The Making Excellence Inclusive initiative is designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning. Through this initiative, AAC&U re-envision diversity and inclusion as a multi-layered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.¹

Diversity best practices in higher education have a rich history in the United States, encompassing curricular, student development and organizational change arenas. Due to our focus on search committee processes, we chose to contextualize this work through the lens of organizational change, although we believe that current trends such as the American Association of Colleges and Universities' focus on "making excellence inclusive" reflect the inter-connectedness of diversity initiatives and the transformation of the academy.

Since the end of World War II, concerns about diversity have played a consistent role on college campuses in the United States. From the GI Bill and racial integration, to student financial aid reforms, questions about diversity in academia initially focused on making a college education accessible to citizens who had historically been unable to attain a college degree. As these recruitment strategies worked and more historically underrepresented students found themselves entering the labor market, professional schools, and Ph.D. programs, diversity concerns in academia became more complex.

At the same time, the social and scholarly repercussions of the civil and women's rights movements began to take root in our overall culture, and universities began to ask themselves deeper questions about the role and impact of diversity in our society and on campus. Influences from the corporate sector, affirmative action legislation, and the academic interests of a new generation amplified these questions throughout the 70's and 80's. This cultural inquiry was mirrored back by universities through the emergence of a varied number of specialty curricula studies: women's studies, Black studies, Latino Studies, Asian Studies, Sexuality Studies, American Studies, and other identity-centered programs. By the 1990's, diversity planning and organizational development initiatives had expanded from the business sector to the non-profit and public sector and by the twenty-first century, best practices for diversity in academia influence most facets of university life: curricula, undergraduate admissions and graduation rates, student affairs' leadership development programs, faculty recruitment, tenure and retention, and graduate student recruitment and degree completion.

¹ http://www.aacu.org/inclusive_excellence/index.cfm

Today, diversity in higher education commands a great deal of scholarly and social attention. Several journals, trade magazines and conferences focus on increasing personal awareness, strategic planning and thinking, as well as the competencies necessary for both individuals and institutions to thrive in what has become one of the most international university systems in the world.

To this end, many scholars have contributed to evolving greater understanding of how majority white institutions of higher education can be more effective at recruiting and retaining minority faculty and administrators overall, and women scholars in disciplines such as science and mathematics. One leader in this field is Caroline Sotello Viernes Turner who partnered in 2002 with the American Association of Colleges and Universities to publish “Diversifying the Faculty: A Guidebook for Search Committees.” Turner’s broad perspective on recruitment, coupled with her practical recommendations, has greatly influenced our design model for this study and we are grateful for her analysis and commitment to these concerns.

Indiana State University

The University has a bold history of inclusion, including the persistent vision that all citizens of Indiana deserve access to quality education, that teachers play a vital role in society and that the University should be open and accessible to all of the people of Indiana. As a state “Normal School,” ISU served students from families who could not afford traditional or private education, as well as the needs of African American students when many, if not most, other universities in the United States were segregated.

In more recent decades, Indiana State University has evolved into a University composed of four colleges and multiple graduate programs serving over 10,000 students from across the United States and abroad. Of the 8,386 undergraduate and the 2,071 graduate students in 2010, a little more than half identified as female than male. Although 78.8% of the student body are Indiana residents, 4.2% come from outside the United States. 17.9% of all students identified as minorities, with the following representation: 74.8% African-American, 9.7% multiracial, 7.8% Hispanic American, 5.9% Asian American, and 1.9% American Indian.

Of late, Indiana State University has made strides to consider diversity-related questions and concerns. Notably, the University has made two significant hires: The Affirmative Action Officer position has had turnover since its creation, resulting in significant challenges to the institution – both in terms of tracking and maintaining centralized data, as well as educating and supporting the leadership towards diversifying the staff and faculty. As of 2008, there has been stability in the position and as this position continues to establish itself more fully in the administration, the University will continue to make strides in its efforts to be compliant with affirmative action policies and practices. The University Diversity Officer

position is a newly created, strategic leadership position with access and accountability to the President's office and relationships across the University.

The appointment of a Diversity Council and the creation of a University Diversity Officer will undoubtedly have a positive impact on the University's diversity efforts. In addition, the university's current strategic planning process includes a goal for diversifying faculty. As with many institutional change efforts, turnover in key human resource and compliance roles as well as with the senior leadership of the University delayed the pace of progress. Internally, the Diversity Council's report from 2008 to 2009 makes a number of recommendations – one of which was to conduct this research study of the search process. There are other recommendations that have not been pursued at this time and we hope that the administration will convene a discussion of where the decision making process stands with regard to the recommendations the Council has provided. Some significant self-reflection about past efforts is warranted. What made previous change processes successful and what obstacles presented themselves? What strategies could have overcome these challenges at the time? How will leadership act when obstacles present themselves this time around?

Several change agents at the University have steadily led efforts to examine diversity among the faculty and staff, as well as the degree to which curricula reflects diverse ideas, and the degree to which cultural competency and diversity skills are advocated for and taught to students through leadership development, co-curriculum and scholarly pursuits. The College of Education has demonstrated several key best practices for diversity and has the highest number of African American faculty of any college on campus. The Division of Student Affairs has hired people of color into key roles whose influence and passion for excellent student life experiences has demonstrated clearly to the campus that diversity can be integrated into the work and need not always stand alone. The current President has spoken consistently about the importance of this work, and has committed significant resources to creating the necessary infrastructure for moving forward with diversity action plans and goals.

Key Themes

Our analysis found several themes related to the search committee process. Although our focus is on this specific practice, as with any large complex system, any effort to impact one tactical effort takes place in the context of wider strategic culture change. Some of the following themes reflect greater institutional challenges which directly or indirectly impact the search committee process.

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p><u>I. Insufficient Data Infrastructure:</u></p> <p>The lack of consistent, centralized, and complete database of search committee members, open positions, candidates, applicants, and hires currently impedes ISU from accomplishing its goals.</p> <p>The use value of ATS is minimized without consistent use. Once the use is made more consistent and exceptions are kept to a minimum, data themes will more accurately reflect reality and data can be easily analyzed and shared with leadership.</p>	<ul style="list-style-type: none"> ▪ Applicant tracking system (ATS) implemented by human resources is known throughout the organization. ▪ Affirmative Action Officer actively engaged in supporting administrators and faculty to monitor search processes and hiring related policies and practices. ▪ Many faculty and staff acknowledge the importance of the system during open forums and many expressed surprise to learn of its inconsistent use. ▪ Human resources policies for ATS use are clearly indicated in a wide variety of places: faculty handbook, websites, and personal support from staff. ▪ Academic Affairs is conducting exit interviews and some demographic data is collected of the interviewees to help determine how organizational culture impacts retention. 	<ul style="list-style-type: none"> ▪ ATS is used inconsistently; between 2006, 2009: <ul style="list-style-type: none"> ⇒ 50 positions: “In ATS, search committee” ⇒ 45 positions: “Not in ATS, No search committee” ⇒ 23 positions: “Not in ATS, search committee” ⇒ 11 positions: “In ATS, No search committee” ▪ Not clear how or why these decisions are made. Human Resources and Academic Affairs engage different stakeholders and may benefit from closer alignment. ▪ In addition to applicant tracking, the university appears to lack a centralized or consistent decentralized system for record keeping about search committee appointments and membership. ▪ For example, in order to administer our online survey, OpenSource sought to identify all the people who had participated on search committees from 2004 to 2009. We were unable to go back to 2004 and had to adjust our time frame to 2006 due to lack of record keeping throughout the institution. Even for 2006-2009, this information was challenging to obtain and the process varied widely from office to office, college to college. ▪ People consistently remarked about the confidential

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
		<p>nature of searches as the reason for not posting the position in ATS. Although only 2 employees (HR position and the Affirmative Action Officer) have job responsibilities which give them access to the applicants listed in the database, it appears there is either misinformation about this, or the need for trust building.</p> <ul style="list-style-type: none"> ▪ Below are examples where the data is lacking or where we believe the data may exist but it is not shared in any systematic or reflective way. <p>Examples:</p> <ul style="list-style-type: none"> ▪ The applicant tracking system is not used consistently, with misunderstandings among administrators and faculty about the purpose and importance of using the system. ▪ No central location for tracking all search committee selection processes. ▪ No open data sharing of how many open positions have been created, approved and posted and no consistent process from College to College or throughout the University regarding staff positions. ▪ No apparent documentation to explain decisions regarding the formation of a search committees (as opposed to searches without committees), or when and why to engage an outside search firm. ▪ No data on search committee demographics to monitor adherence to Appendix H of the University Handbook, "Women and minorities will be represented on faculty and executive/administrative/professional staff search committees and will be involved in the screening of candidates within each area and department. If no

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
		<p>women or minorities are in the area or department, such persons shall be invited from other areas or departments to participate in the screening process.”</p> <ul style="list-style-type: none"> Exit interview data does not appear to influence decision making. Unclear how this data is shared and what analysis is made or other actions taken.
<p><u>II. Inconsistent Processes:</u></p> <p>Variation in practice and expectation for the decision to convene search committees, and then inconsistent perceptions about the charges and responsibilities of the committee to diversify the faculty and staff. These variations can create confusion about the importance of the goal as faculty or staff may misinterpret different strategies as a lack of coordination or commitment to the goal.</p>	<ul style="list-style-type: none"> <i>Search Committee Information</i> contains clear statements about bias, a list of inappropriate questions, tips for interviewees of color to meet with campus personnel of same race/ethnicity. <i>Principles of Conduct in Employment Services</i> Power Point presentation. <i>Appendix H of Faculty and Staff Handbook</i> states the expectations that women and minorities will be represented on faculty and executive/administrative and professional staff search committees. If not available or part of department, persons will be invited from other areas. Job titles and position descriptions will be studied to ensure discrimination is not occurring. The Affirmative Action Officer has made tremendous efforts to create greater accountability in the last 2 years. Administrative Staff Checklist attempts to ensure search committee membership has ethnic and gender diversity, as well as a 	<p>The accountability for upholding Appendix H of the Handbook is unclear. How often and in what ways do Deans, Academic Affairs, or other key leaders assess compliance? What are the consequences of ignoring the Handbook?</p> <p>According to the survey results:</p> <ul style="list-style-type: none"> Only 58% claim that search committee discussed diversifying faculty/staff. Only 39% perceive significant effort to diversify the committee. Only 48% believe that significant effort was made to diversify the pool of applicants. Discussion where to network, advertise and announce open position: 74% of white members say Yes and 44% of people of color say Yes. Diversity as a CAPACITY for teaching or working with diverse populations is overlooked or misunderstood From the survey, searches for Teaching – Was there discussion regarding a candidate’s multicultural teaching pedagogy: People of color perceived this was Not Mentioned 42% compared to whites at 34%. Conversely, people of color perceived this was discussed 33% of the time, where as whites perceived it was discussed 41% of

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
	<p>description of the responsibilities of the search committee.</p> <ul style="list-style-type: none"> ▪ Comprehensive educational modules have been created and are available. ▪ The human resources office and the affirmative action officer have a joint effort to educate all faculty, search committees and hiring managers on their responsibilities for diversifying the pool and ultimately the campus. 	<p>the time.</p> <p>There is likely good will and consistent good intentions spoken by leadership – unfortunately, there are no clear signs that committee chairs and departmental chairs are expected to comply or that they have clear indicators of what compliance looks like.</p> <p>Exceptions to expected search committee processes are not documented in any centralized fashion.</p> <p>Voices from past search committee members:</p> <ul style="list-style-type: none"> ▪ “We don’t make the choice, we just recommend.” ▪ “I was not privy to all that the committee did.” ▪ “We had a hard time agreeing on priority criteria.” ▪ “I was not sure what the final meeting would consist of.” ▪ “I doubt the administration will value the recommendation of the committee over its own designs.”
<p><u>III. Three Conflicting Subcultures:</u> Diversifying the faculty and the larger diversity-related organizational changes taking place at ISU have revealed three sub-cultures on campus, representing different attitudes and perceptions about the importance of diversifying the</p>	<p>Action-oriented comments from interviews and surveys revealed that some faculty, staff and administrators have advocated for diversity, led others to discuss the importance of diversity-related efforts and personally networked and associated with individuals and organizations to increase the reputation and visibility of ISU as an inclusive and multi-racial community, where people of color and their concerns associated with discrimination or inequity are actively sought out and vital to the</p>	<ul style="list-style-type: none"> ▪ The Reluctant mindset is represented by the comment, “<i>The focus on diversity for political correctness sake has ruined the campus.</i>” ▪ This attitude or perspective can create problems for making change, depending on the status of the person (a front line employee, a vice president, a chair of a search committee, or a faculty member). ▪ For example, when contacted by the University Affirmative Action Officer about lack of diversity on the search committee, the mindset of the search committee chair could determine how this feedback is received and

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>faculty and staff: Action-oriented, Contemplation, and Reluctant. These mindsets create conflicts at decision making points during the process. There is a significant opportunity to support dialogue between these three perspectives, apart from the charge of the search committee.</p>	<p>future of the University.</p> <p>Contemplative attitudes and perceptions were represented by comments that revealed curiosity about diversity initiatives and discussions and even enthusiasm for change, while at the same time, actions and words did not support the spoken desires and commitments. Several leaders expressed a willingness to do what was needed to diversify the faculty and staff. This type of passive agreement could be juxtaposed with action-oriented leaders who initiate an effort to define and implement necessary actions. This ambivalence, while understandable, can at times be interpreted by action-oriented people as hypocrisy or by reluctant people as a model for resisting real change.</p> <p>Many faculty and staff articulated a strong desire to see the campus reflect greater numbers of under-represented minority and women faculty.</p> <p>The Contemplative mindset (<i>“Surely, there is something better than what exists here at ISU?”</i>) is open to education about the desired changes, and the Action-Oriented mindset (<i>“All of the best practices you mention were utilized... I made a point at professional</i></p>	<p>what if any action is taken.</p> <ul style="list-style-type: none"> ▪ Similarly, an under-represented minority candidate will likely have questions and concerns about the climate at ISU, as well as in Terre Haute. How these concerns are fielded is likely to depend on the faculty or staff person’s mindset about diversity in general and ISU’s strategic goal of diversifying the faculty and staff in particular. ▪ Because recruitment is a very complex and personal process, many choice points during the process will depend on how the policies and practices are enacted by the people involved. For this reason, the importance of mindset of leaders and search committee members cannot be overstated. <p>Reluctant perspectives deny that increasing the diversity of the faculty and staff serves the University’s best interests and at times reflected stereotypes, biases and myths common to change efforts such as this. From the pipeline argument (“No PhDs in this field by people of color/women,”) to concerns about financial viability (“Diverse candidates are more expensive than others and can command outrageous salaries that will start salary equity battle in the department”) are not validated by research and need to be countered with facts. Unfortunately, addressing the fear and bias in these perspectives will be more challenging than educating people about the academic labor market.</p> <p><i>Most of the inconsistencies in data management, communication of expectations, and accountability can be attributed to the variations between these conflicting</i></p>

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
	<p><i>conferences to discuss the open position with diverse doctoral students.”) is leading the way with personal responsibility for action and change.</i></p> <p>Several minority faculty as well as white faculty voiced concerns for how to best address the reluctant mindsets in search committee meetings, as well as in general.</p>	<p><i>sub-cultures, particularly when variation exists among the senior leaders on campus whose influence and status exaggerate the impact of a specific diversity attitude or perception.</i></p> <p>As an example, one Dean convenes search committee members for a mandatory meeting to discuss the importance of diversifying faculty and staff whereas the Dean’s Council meeting has not included diversity as a topic in several years.</p>
<p><u>IV. Education and Communication Shortfall:</u></p> <p>Lack of expectations and structure for delivering current, relevant and needed education creates misinformation about affirmative action and ISU’s search committee processes, results in little change for reluctant and contemplative mindsets, and unduly burdens action-oriented faculty and staff to be change agents in isolation.</p>	<ul style="list-style-type: none"> ▪ New Faculty orientation includes a module on diversity. ▪ As stated above, there are several useful tools at ISU created by Human Resources and the Affirmative Action Officer to educate the community about the goals of affirmative action, tools for diversifying the pool of candidates, resources for how to write a posting and where to advertise, as well as many other educational modules. ▪ The College of Education mandates an educational session for all search committee members and chairs at the outset of the semester. The Dean facilitates this meeting and makes his vision and expectations for diversifying the faculty and staff clear. 	<p>During our study, we noticed:</p> <ul style="list-style-type: none"> ▪ No campus-wide language for talking about diversity: similarities and differences related to race and gender equity, sexual orientation inclusion, religious differences, or concerns about class, veteran’s status, or mental and physical ability. ▪ One survey result found that only 50% of the search committee members believe there is explicit institutional commitment for diversity. ▪ Wide variation of vision and expectations for diversifying the faculty and staff, from mandatory meetings for search committee members with the Dean to self-administered on-line education modules. ▪ Although a range of expectations for faculty and staff to educate themselves about affirmative action, recruitment procedures and diversity exist, there are no accountability measures to ensure that minimal educational efforts are made and that faculty and staff comply. Taking advantage of the tools and resources is wholly dependent on the chair of the search committee, the departmental

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
		<p>chair, or the individual perception of the Dean.</p> <ul style="list-style-type: none"> ▪ Reluctance on the part of leaders to recognize that students or faculty of color might benefit from attention and advocacy above and beyond what is offered faculty and students who are white or male. ▪ In the survey, the lowest ranked offices and colleges regarding public explicit messages about diversifying the faculty and staff were the Deans of the Colleges of Business (7%) and Technology (7%), and the Vice President for Business Affairs (4%).
<p><u>V. Opportunity for Alignment and Accountability:</u></p> <p>To date, there has not been any centralized diversity strategic planning from senior leadership, resulting in a mostly de-centralized process with both benefits and losses for the institution. Much of what has been implemented at ISU has occurred organically, relying on the action-oriented staff and faculty who are naturally passionate about this work. Although this strategy is often successful with large,</p>	<ul style="list-style-type: none"> ▪ Indiana State University has begun to make strides in Diversity with the hiring of the Diversity Officer and the relationship that exists between the President’s Office and the Diversity Council. ▪ There are several bodies charged with diversity-related goals (Diversity Officer, Diversity Council, Affirmative Action Officer, Human Resources, Strategic Plan Goal 6 Co-Chairs). ▪ Education and communication strategies need to be aligned and not at odds with one another. ▪ The inclusion of Strategic Planning Goal #6 to diversify the faculty is a key effort at integrating diversity into the strategic planning process. ▪ The President has taken action to hold leaders accountable and has stated clearly 	<p>No apparent accountability system exists for the vice-presidents or deans related to the expectations and responsibilities of key leaders towards the diversification of faculty and staff.</p> <ul style="list-style-type: none"> ▪ A lack of strategic or systems thinking, rare leveraging of successes, and a general sense of needing to start over with each effort as opposed to building on past work. ▪ Bewilderment about who has the power and institutional support to make changes happen. One leader voiced concern about whether or not to spend political good will advocating for minority candidates or a more inclusive process. Interviewees reported “I have no power” to make changes when in fact they are in positions with high status such as Deans. ▪ According to interviews with the Deans and the Provost, the Dean’s council meeting agendas have not included topics related to diversifying the faculty in 5 years. ▪ No diversity-related benchmarks create an accountability “hot potato.”

DATA THEMES		
Key Theme:	Specific Strengths:	Specific Challenges:
<p>complex institutions such as Universities, we find that some central agreement about vision, framework, goals and the various roles and responsibilities of different stakeholders will support the work that is taking shape throughout the campus.</p>	<p>in multiple venues his intention to build a more diverse faculty and staff at Indiana State University.</p> <ul style="list-style-type: none"> Survey results indicated that leaders made explicit public messages about diversity: President (81%) and Provost (56%). 	<ul style="list-style-type: none"> 116 out of 145 survey participants stated there is institutional commitment but only 50% of these respondents rated the commitment as explicit. <p>Lack of alignment negatively impacts perceptions, resources and the ability of each office or body to work strategically.</p> <ul style="list-style-type: none"> Perceptions that multiple consultants coming to campus was “expensive” and not at all “coordinated.” No clear mechanism for relating overall university diversity goals to current University Strategic Planning efforts – beyond goal #6. Perceptions that all these interests represent an unwise use of resources. Comments about duplication of efforts and role confusion wasting time, creating unnecessary conflict, and preventing a more smooth change process. Misunderstanding about the relationship between the Diversity Council and the Office of Diversity.

DATA THEMES BY COLLEGE					
	Arts and Science	Business	Education	Nursing, Health and Human Services	Technology
Strengths	<ul style="list-style-type: none"> Debrief revealed a high degree of action orientation on the part of the Dean search committee chair. 	<ul style="list-style-type: none"> International faculty recruitment has impacted the culture, creating more awareness 	<ul style="list-style-type: none"> Dean is action oriented and produces specific documents and expectations which are 	<ul style="list-style-type: none"> Dean is enthusiastic about making changes to succeed with diversifying the 	<ul style="list-style-type: none"> 58% of respondents believe that consistent attention is made to create a welcoming environment. 68% believe that

	<ul style="list-style-type: none"> 26 of the Arts and Science faculty and staff believe that some or significant effort was made to ensure diverse perspectives and opinions were present on the committee, compared with 17 in Technology, 21 in Nursing, 20 in Education, and 5 in Business. 	<p>of ethnic and cultural differences.</p> <ul style="list-style-type: none"> Opportunities exist to integrate diversity recruitment and retention into the curriculum of the College, as a business competency topic. 	<p>communicated throughout the College.</p> <ul style="list-style-type: none"> Based on interviews the search committee composition is more likely to include faculty, staff or community members from outside the hiring department. A diversity assessment was recently undertaken. Results will inform the College's strategic plan and capacity building efforts. 	<p>faculty and staff.</p> <ul style="list-style-type: none"> Institutional commitment for diverse faculty/staff at ISU has been communicated by University: Somewhat Explicit – 44%. 	<p>significant effort was made to ensure that the search committee reflected diverse perspectives.</p> <ul style="list-style-type: none"> 47% perceived significant monitoring of the evolving pool to ensure diversity.
Challenges	<ul style="list-style-type: none"> Inconsistent support for the African American Studies Program 	<ul style="list-style-type: none"> 50% of search committee members stated that the diversity of the search committee was not mentioned. 56% of survey respondents 	<ul style="list-style-type: none"> Maintaining action orientation and leadership in a larger context of inaction is challenging. Faculty and staff in COE will bring higher diversity 	<ul style="list-style-type: none"> Lack of tools and resources for the Dean to hold faculty and search committees accountable for diversifying the faculty. 	<ul style="list-style-type: none"> Inconsistent messages from leadership about expectations and results. Need to distinguish between international recruitment and historically under-represented minorities

		<p>stated that “some effort” was made to attract a diverse candidate pool.</p> <ul style="list-style-type: none"> ▪ 50% of respondents did not know if the candidate pool was monitored to ensure diversity. ▪ Need to distinguish between international recruitment and historically under-represented minorities in the USA. ▪ 7% of the COB perceives that the Dean sends public explicit messages about the importance of diverse faculty and staff. 	<p>expectations to their university responsibilities and experiences and may be met with resistance by their colleagues from other colleges.</p>	<ul style="list-style-type: none"> ▪ 36% of search committee members stated that the diversity of the search committee was not mentioned. ▪ Rationale for diverse faculty/staff is communicated in the strategic plan for my college: 36% Implicit ▪ 56% of survey respondents stated that “some effort” was made to attract a diverse candidate pool. ▪ 67% of respondents did not know if the candidate pool was monitored to ensure diversity. 	<p>in the USA.</p> <ul style="list-style-type: none"> ▪ 7% of the COT perceives that the Dean sends public explicit messages about the importance of diverse faculty and staff.
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Three Best Practices

Recommendations are powerful when they reflect the specific needs of an institution, when they can be operationalized, and when they position an organization for success. These recommendations are based on our data gathering and respond to the key themes described earlier. In order to maximize the use-value of these recommendations, we want to share three threshold best practices which often influence the success of organizational diversity initiatives. Each best practice is accompanied by a threshold recommendation.

Though beyond the scope of the search committee function itself, these threshold practices can complement the search committee process and increase its likelihood of success.

I. A Structural Analysis

Racial inequality is the result of systems of oppression that date back to historical and legal forms of discrimination and colonialism. Many injustices are maintained and perpetuated today by a lack of reparation for past wrongdoing combined with multiple failures of accountability for patterns of discrimination that persist. Disparities in employment, academic success, and healthcare are more than the result of arbitrary bad luck, lack of individual motivation or instances of one-on-one harassment. An analysis that stops short of asking institutional and systemic questions may heighten interpersonal awareness at the expense of making practical changes to the ways that organizations do business.

Threshold Recommendation: Educate the ISU community on the causes and impacts of institutional oppression in order to nurture a shared analysis of structural inequality, as well as a shared understanding of the role and responsibilities of various organizational stakeholders to create a more equitable and just University.

II. Organizational Change Effort

Diversifying the faculty and staff is impossible to accomplish as a stand alone diversity goal. Recruitment and retention are key parallel strategies in most organizational change efforts. In order for these recommendations to make a difference at Indiana State University, this effort must be recognized as part of a whole-system change process and the administration must build ownership and engage a broad set of stakeholders in this process, as early as possible.

In general, we aim to catalyze Indiana State University to move more of the administration, faculty and staff towards an **action-oriented** mentality when it comes to increasing the diversity of faculty and staff on campus. **Action-oriented faculty and staff often demonstrate their position by:**

- Knowing what diversity myths exist and then working actively to debunk them before, during, and after the search process.
- Viewing diversity goals as their responsibility, thereby integrating diversity goals into their course/work plans – both in the tasks and the processes needed for successful outcomes.
- Seeking opportunities for building consciousness and awareness about the vision and purpose of diversifying the faculty and staff.
- Recognizing how power and authority impact relationships, group dynamics and the ability of a discussion, committee meeting or decision to feel inclusive and safe.
- Advocating for practices and policies that will increase the likelihood of diverse staff and faculty feeling welcomed and supported at the University.
- A willingness to make hard decisions, risk alienation or backlash, and to strive for a balance of changes – interpersonal and structural in order to defeat institutional inequalities.
- Supporting existing under-represented minorities and women on campus personally through actions that feel supportive, collaborative, and relevant.

Threshold Recommendation: Recognize the role of the University Diversity Officer and Diversity Council's diversity actions plans as opportunities to leverage organizational change related to diversity and engage the full community in educational efforts to create the necessary changes. Increasing the alignment between the Diversity Officer and the Council in order to support clear accountability measures will strengthen the university's ability to implement campus-wide changes.

III. Direct Relationship to Organizational Mission, Vision, and Values:

This is not the first time ISU has sought to diversify the faculty and staff. In order to gain traction, sustain momentum, and – regardless of resources – consistently raise the visibility of the importance of diversity, Indiana State University should explore key partners in the state and community as well as across the nation. All change efforts face challenges of momentum and sustainability and are most successful when they consistently link diversity goals to overall institutional vision and mission. As an example, how do service learning, experiential education, and the scholarship at the center of each of the university's colleges connect to questions about diversity? Build on these strategic connections in order to integrate diversifying of the faculty and staff into the overall goals for the University.

Threshold Recommendation: Clearly designate the University’s Diversity Office as the institutional leader for diversity activities, planning and change processes. Working in collaboration with the current strategic planning process, and other processes, this office is poised to maximize synergy between the University’s Strategic Planning Process and the Diversity Action Planning as well as other initiatives on Campus.

Recommendations

Based on our experience in the field and what we learned through the data gathering about ISU’s particular needs and context, we propose these recommendations to Indiana State University in order to increase the successful recruitment of under-represented faculty and administrators to your campus in Terre Haute, Indiana. Note that the recommendations are presented with examples of action steps and benchmarks as a model of action planning that will likely support the University to implement these ideas with ease. We have elected to follow Turner’s guidebook by listing the recommendations in three categories – “Before the Search,” “During the Search,” and “After the Search.”²

BEFORE THE SEARCH:

In order to be successful, there are several key best practices that Colleges and Divisions can implement prior to a position being open. The work of seeding the work culture and preparing the environment is key to the success of the search as it sets expectations and creates a tone and overall framework that serves to support more tactical recommendations presented in the next section. These recommendations can be implemented at the University-wide and departmental levels concurrently and rely on institutional leadership and coordination.

Recommendation:	Sample Action Steps:	Sample Benchmarks:
1. Articulate a Leadership Message: Define the case for diversity as related to the institution’s	Letter from the President setting the tone for why diversifying the faculty and senior staff is important and how this effort will serve the university. Regular, consistent, and eloquent mention of diversity, inclusion and equity in public and private written and oral addresses to audiences such as students,	By December 2010, each senior leader of the University has a personally crafted message about diversity that has appeared in a public speech or

² Turner, Carolyn Sotello Viernes.

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>mission and vision.</p>	<p>alumni, parents, faculty, staff, and the public.</p> <p>Each senior administrator crafts a written 2-3 paragraph statement about the relationship of diversity to their work area, including personal visions for diversity.</p> <p>Commitment to share these unique statements in at least 1 public forum.</p> <p>Share the message with each search committee.</p> <p>Expect all administrators and managers to be active champions of the process.</p>	<p>written document.</p> <p>(Examples: Convocation, Graduation, Faculty Meetings, Dean’s Council, Faculty Senate, College Internet Homepage.)</p> <p>Consistent message on job announcements and websites re: AA/EEO and ISU has a higher percentage of diverse and multicultural students than any other Indiana university.</p> <p>Senior administrators may increase their personal self-awareness and ease with discussing diversity, affirmative action, and the diversity vision of the institution.</p>
<p>2. Expect Specific Results:</p> <p>Create a university-wide scorecard for successful achievement of strategic plan goal 6 – Diversifying the Faculty and Staff – which outlines individual responsibilities of relevant leaders and stakeholders.</p>	<p>College Deans and Division Vice-Presidents are accountable to the President and the Provost who in turn are accountable to the Board of Trustees. Regular and scheduled meetings to hold senior administrators responsible for outcomes in their respective areas.</p> <p>Set up an accountability structure, e.g. an additional reporting question, section on relevant position performance evaluations.</p> <p>Reward and recognize Colleges and Departments which demonstrate success recruiting and retaining historically under-represented faculty and staff.</p> <p>Increase contact with search committees from HR until more capacity is built</p>	<p>By 2011, all performance scorecards for senior university officials include a section on diversifying the management and faculty positions.</p> <p>By 2012, compensation packages for senior leaders across the institution are tied to performance related to recruiting and retaining under-represented</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
	<p>regarding knowledge, process, and outreach.</p> <p>Formal reviews of individual leaders will incorporate at least one question related to leadership and diversifying the faculty and administration.</p>	<p>faculty members and staff.</p> <p>By 2013, Vice Presidents who fail to recruit a senior level manager from an under-represented group will not be able to add new positions to their divisions.</p>
<p>3. Initiate a Public Relations Plan to Promote the University:</p> <p>Lead a collaborate effort in Terre Haute to develop a campaign that emphasizes the many cultural resources in central Indiana, the diversity of the community living in Terre Haute and the University's pride of a long lasting tradition of being a welcoming campus to all people, in particular African American students from across Indiana.</p>	<p>Recommended institution-wide language for job descriptions and job postings that clearly and consistently conveys the vision for diversity at ISU and the desirability of Terre Haute as a welcoming community.</p> <p>Engage with the community on three specific data gathering efforts:</p> <ul style="list-style-type: none"> ▪ How is the university contributing to improving the community's quality of life? ▪ How welcoming an environment is ISU and how are people of different races and ethnicities treated? ▪ Conduct a "community scan" of different cultural and ethnic communities and resources in the region More information: http://www.racialequitytools.org/al-assessproc-catr.htm <p>Convene a short term working group to review this data and compile recommendations for improving the University's relationship with Terre Haute and supporting new faculty and staff as new members of the larger community.</p>	<p>The appearance of consistent written and visual language communication about the diversity at ISU and in Terre Haute.</p> <p>Feedback from new hires in 2011-2012 reflects a positive perception of how Terre Haute and ISU are described and it matches their experience.</p> <p>Review of job postings for the 2011 search year reflects more consistent and enthusiastic descriptions of ISU and Terre Haute.</p>
<p>4. Review Job Posting Practices:</p> <p>Further scrutiny is needed of when and how positions are</p>	<p>An audit of the current system to be conducted by a joint committee of Academic Affairs, Human Resources, and the University Affirmative Action Officer which reviews internal job creation system. This group will make further recommendations to the President for developing:</p> <ul style="list-style-type: none"> ▪ Clear instructions and expectations related to the use of the Applicant 	<p>A report and communication strategy in place by February, 2011.</p> <p>A survey of administrators and</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>created and announced.</p> <p>Include an assessment about why some searches are stopped – what issues need to be addressed and how this information is communicated to the campus.</p>	<p>Tracking System</p> <ul style="list-style-type: none"> ▪ A system for accountability, including a written process for exceptions ▪ A communication plan for sharing this information widely • Consistent message to all hiring managers • HR or Affirmative Action Officer add a review process for all job descriptions to ensure requirements have been assessed for which qualifications preferred/ required. <p>Review of the decision making practice for how the university determines:</p> <ul style="list-style-type: none"> • External versus internal searches and postings, • Selection and resource allocation for search firms or professional recruiters, and • Authority of faculty to create and fill positions at the departmental level without approval from Academic Affairs or Human Resources. 	<p>faculty in the spring of 2011 indicates a high degree of agreement and familiarity with policies and practices related to job creation and posting.</p>
<p>5. Improve the Campus Climate for Minorities and Women:</p> <p>Several interviewees mentioned the degree to which the campus is closed to new ways of doing things. From policies and practices which are clearly communicated to a universal understanding of behaviors and attitudes that are expected in order to create a climate that welcomes different</p>	<p>Tenure and promotion processes are clearly described and posted in appropriate places. Tenure clock automatically stops for maternity and family leave – faculty must elect to opt out as opposed to opting in to this practice.</p> <p>Educate leaders about the need for more open communication, creative conflict, and dynamic approaches to managing teams of people with diverse perspectives and ideas.</p> <p>All new hires are mentored and supported through their tenure processes.</p> <p>Assess the documentation requirements for benefits for same sex couples in order that they not exceed the requirements for married couples. For example, if married couples are not asked for documentation, remove the requirement for same sex couples.</p>	<p>Retention of women and minorities is similar to majority faculty.</p> <p>Climate surveys in the future convey perceptions of openness and non-judgmental attitudes and behaviors.</p> <p>More same sex couples are taking advantage of the human resources benefits for which they are eligible.</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>perspectives, strategies, and styles, ISU's climate overall could be more experimental, innovative and open-minded.</p>	<p>Review retention practices and interview new hires at the three-year mark to understand the issues and needs.</p> <p>Exit interview data is themed and reported back to Deans and Academic Affairs in order to provide specific feedback and to create general strategies for more welcoming climates.</p>	
<p>6. Develop Decentralized Educational Initiatives:</p> <p>Develop capacity building education for faculty, staff, and students which is academically relevant and reflects the interests and needs of the students, staff, and faculty.</p>	<ul style="list-style-type: none"> ▪ Charge President Cabinet Members with the responsibility for developing a diversity education plan for their hiring managers, staff and faculty that includes at least 1 module on recruitment. ▪ Hold departmental forums on faculty diversity and related research, ▪ Invite expert under-represented researchers to present, ▪ Include discussions of faculty diversity research nationally in annual retreats and discussion groups, ▪ Conduct a departmental self-audit of hiring patterns, ▪ Offer forums on pedagogy that examine cross-cultural best practices and the latest research, ▪ Partner with community organizations to host dialogues with communities of color on relevant topics near campus, and ▪ Host dialogues with students regarding impact of faculty diversity and the climate for undergraduates and graduate students of color, as well as women, as well as other minorities. 	<p>By Fall of 2011, each college will have hosted one event per semester.</p> <p>Graduate students and faculty describe their college as supportive of topics related to diversity.</p> <p>Minority students and faculty report interest and attention on topics related to the experience of minorities in their departments and divisions.</p>

DURING THE SEARCH:

These recommendations are to be considered for the Search Process itself. We expect that ISU will determine which of these recommendations need to be across the whole institution and which are more applicable at the division or college level.

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>7. Ensure Composition of the Search Committee is Diverse:</p> <p>Diversifying the search committee is essential to the success of the process.</p> <p>Avoid assuming that minority staff and faculty are too overburdened to serve as some survey respondents and interviewees indicated they would be happy to serve and that they are rarely asked as they are from a different discipline or part of the organization.</p>	<p>Create and maintain a centralized database which tracks search committee composition and is capable of producing annual reports which can inform progress in this area.</p> <p>The importance of diverse and dynamic perspectives on the search committee is included in the charge from the administration and is an expectation communicated by all Presidential Cabinet members.</p> <p>Create tools and education for search committee chairs regarding how and why to create an inclusive search process – defined as a process in which differences can be affirmed and different perspectives honored.</p> <p>Expand the definition of diversity (perspective, style, tenure status, position, discipline, and longevity on campus) while continuing to build the institution’s understanding about and commitment to addressing systems of oppression like racism and sexism.</p> <p>Include people from under represented race and ethnicity categories and expand eligibility to include minority staff, graduate students, and community members. This will alleviate some of the undue pressure current faculty of color experience when being tapped for multiple committees and task forces.</p>	<p>Data in 2013 demonstrates that demographics/diversity has improved on search committees.</p> <p>Chairs report lively discussions, different perspectives, and diverse committee composition.</p> <p>New hires report their impressions were impacted by the presence of diverse committee members, and reflect on the importance of seeing people on the search committee who looked or sounded or acted like them.</p>
<p>8. Guarantee Communication with All Search Committees.</p> <p>Whether at the College or University level, greater communication and education is needed so that search</p>	<p>More consistent, clear, and written communication describing each search committee charge which specifies what responsibilities (job description creation, networking and advertising, ranking, etc.) and level of influence and decision making the committee will ultimately have – ranking, finalist list, general recommendations, or specific vote for who should be hired.</p> <p>Create letters, checklists and educational modules for search committee</p>	<p>Search committee debrief surveys indicate the initial charge of the committee was clear and that members of the committee clearly understood their responsibilities and the level of influence they would have.</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>committees are clear on their charge and authority.</p>	<p>members that outline expectations and responsibilities. Multiple methodologies may be used to convey this material – online education, a face to face meeting, or a written memo. A combination of the three is potentially the most effective.</p> <p>Create an easy to read complete checklist of steps to ensure each search committee is held accountable for developing an inclusive process which reflects AA/EEO procedures.</p>	
<p>9. Educate Departmental and Search Committee Chairs:</p> <p>Chairs of academic departments, as well as search committee chairs serve in a particularly influential role. Specific education will help leaders manage their committee responsibilities: who to appoint, the job posting and description, how the process flows, and the degree to which candidates are evaluated fairly and according to the established standards of the description.</p>	<p>Develop a Frequently Asked Questions for Search Committee Chairs which reviews their responsibilities, supports additional development of skills and attitude to support diversifying the faculty and administration, and allows them to explore their own unique strengths and challenges.</p> <p>Develop a mandatory educational module for academic department chairs.</p> <p>Dean Council agenda item to determine degree of consistency that is desirable across the campus, learn about the College of Education practices.</p> <p>Identify key questions from the survey used for this project and track changes within 3-5 years.</p>	<p>Feedback from search committee members that the chairs positively impacted the search, supported dynamic discussions and overall facilitated an inclusive and effective process.</p>
<p>10. Debunk Myths with Facts:</p> <p>Myths and stereotypes about minority candidates can impede a search committee from diversifying the faculty.</p>	<p>The University Diversity Officer, College of Education, and Diversity Council host a regional 1-day conference for Indiana institutions of higher education on debunking diversity myths and best practices in recruitment and retention.</p> <p>Consistent debunking of myths at leadership meetings, in newsletters, and</p>	<p>Fewer people invoke diversity myths during the process – and when they do, other members of the search committee are able to respond and counter the myths with accurate information.</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>Researchers have published widely on these myths and their work lends itself to educational programming for search committee members and chairs.</p> <p>Myths such as “ISU cannot compete with other institutions who also want these candidates,” “minorities will not want to live in Indiana/Terre Haute,” and “there are no qualified people of color with these qualifications.”</p>	<p>at every opportunity during the “search season.”</p> <p>Create a learning module about these destructive myths and what positive and supportive action messages are needed to counter them.</p> <p>Examine common hiring biases:</p> <ul style="list-style-type: none"> ▪ Avoid unconscious selection of candidates who mirror the majority population by focusing on abilities of candidates and criteria optimal for the job. Initial screenings result in “short lists”; to diversify the results the screening criteria should be diversified. ▪ Diversity on the search committee is critical to diverse thinking in the selection process. Adding graduate students, community members and faculty or staff from outside the College or department will support the diversity goals of the search process. ▪ Look beyond publication record to other measures of academic merit such as teaching excellence, work experience – including non-academic, service and outreach. Be aware of potential bias only toward candidates with degrees from the most prestigious graduate programs. Publications and prestigious institutions are also fraught with structural bias, so using them as proxies for “qualifications” ensures bias will be embedded in the process. 	
<p>11. Standardize the ISU Position Description:</p> <p>Specific and consistent language practices that increase the likelihood of a diverse response to the announcement.</p>	<p>Sample job postings reflecting a range of position type are created and posted on several ISU websites (Diversity Office, Affirmative Action, Academic Affairs) for the use of search committee members.</p> <p>Search Committee Chair education includes an activity that encourages critical thinking about the position description based on the criteria mentioned herein.</p>	<p>Review of job announcements for 2010-2011 will demonstrate a tone that reflects more care in relation to descriptions.</p> <p>Review of candidate pools reflect more diverse candidates, campus visits reflect more diverse job talks and</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
	<ul style="list-style-type: none"> ▪ Strong language describing the University’s commitment to diversity ▪ Broad description of scholarship and overview of qualifications ▪ When possible, use of “preferred” instead of “required,” and “should” instead of “must” ▪ Flexibility with years of experience ▪ Invitation to describe experience with diversity – teaching diverse students, working with diverse colleagues ▪ Actively using phrases like experience with multicultural curricula, pedagogy, communities of color will increase responses by candidates of color. ▪ Experience with varied teaching methods and curricular perspectives and with communities of color. ▪ Academic experience and interest in culturally diverse groups as well as interest in developing and implementing “multiculturally transformed” curricula. ▪ Research interests that include examinations of ethnicity, gender, social and political disparities, diversity, social justice, history and literature of non-western cultures, and other scholarly examinations likely to be led by people of color and women. 	<p>candidates.</p>
<p>12. Increase Diversity of the Candidate Pool:</p> <p>A consistent system is needed and should be agreed to in order to officially recognize when a position’s candidate pool is sufficiently diverse. This mechanism allows the University to sanction the search to move</p>	<p>Clear institutional definition of a sufficiently diverse pool will support committees to discuss networking, job postings, account for advertising dollars, and determine when the search should move to the candidate evaluation stage.</p> <p>Encourage key leaders across the institution to build their professional networks and to seek out professionals and academics who reflect the type of scholars and leaders ISU seeks to attract.</p> <p>Develop programs for PhD. students from under-represented backgrounds</p>	<p>The “action oriented” subculture increase in size and influence.</p> <p>Under-represented minorities report being welcomed enthusiastically and treated well during campus visits and interviews. No interpersonal interactions or questions raise cause for concern.</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>forward. As permission is granted, the search committee and other key stakeholders (Academic Affairs or the hiring department head) are able to track their successful recruitment strategy.</p>	<p>to support their work and build relationships that could result in future appointments, recruitment or visiting scholars.</p> <p>Design a central database of minority scholar and professional associations, websites, newsletters, forums, and other locations where job postings occur. Ensure that search committee chairs are aware of this resource.</p> <p>Create educational workshops in order to build a critical mass of faculty and staff who are “action-oriented.” See example of Western Michigan University’s Everyone Counts program.</p> <p>Adopt an active vs. passive recruitment strategy – locate desirable applicants, not wait and see who responds to the ad:</p> <ul style="list-style-type: none"> ▪ Contact talented prospective faculty of color and/or junior and senior faculty and inform them of position vacancies; invite them to apply if they are interested. ▪ Activate networks in communities of color and appropriate professional associations. ▪ Circulate job announcements and solicit applications through those networks. ▪ Market the campus as welcoming to faculty from less- represented populations - consider catalogues, viewbooks, or campus guides targeted to faculty. ▪ Utilize web-based postings with links to richer detail on the position and the institution, <p>Allow the provost or similar leadership to monitor (via technology) the evolving pool to ascertain diversity.</p>	

Recommendation:	Sample Action Steps:	Sample Benchmarks:
	Be a leader in professional associations advocating diversity in the field.	
<p>13. Greater Attention to Bias During the Screening and Evaluating Applicants:</p> <p>Once the committee has a truly diverse group of applicants, it behooves the University that committees screen applicants in as unbiased and proactive a manner as possible.</p> <p>In addition to 1) recognizing the importance of diversifying the faculty and staff, 2) understanding ISU's affirmative action policy, and 3) being familiar with the myths that impact selection, search committees can make several changes to the selection process.</p>	<ul style="list-style-type: none"> ▪ Consistent tools for reminding search committee members that applicants must be compared to the minimum qualifications for the position, not each other. ▪ Pre-screening Matrix: Under "Job Stability," the emphasis is placed on number of years in a position. This assumption is made without regard to extending circumstances – taking care of family, in school, or other circumstances. Assess what information is desired and avoid basing stability solely on time. ▪ "Focus on candidate's work ethic and match against the position and organization." Who is defining "good work ethic" and how might this trigger bias? ▪ Experiment with blind screening – the name and other identifying information is removed from resumes and vitas, encouraging committees to focus on scholarship and qualifications. ▪ Consider how experience with diverse colleagues, students and learning related to diversity is in of itself a desirable qualification. How might this relate to the responsibilities of the position – beyond positions that directly involve cultural centers and African American Studies? ▪ Ask a direct question during the application process about the candidate's experience with diverse students, colleagues or in cases that would be relevant, scholarship involving disparities, justice, diversity, or race-relations, for example. ▪ Discussion prior to the interview process about how questions of climate for minorities and women will be addressed by the committee so that there is a consistent message about the University's commitment to increase diversity, as well as truthful information about the present climate and what support mechanisms are newly in place (University Diversity Officer, Diversity Council, and a Strategic 	<p>Candidates from under-represented backgrounds are more likely to be part of the campus visit.</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
	Planning process that includes diversifying the faculty and staff).	
<p>14. Ensure Meaningful Campus Visit:</p> <p>The visit offers a dual function of showcasing candidates' academic pursuits and interests, and highlighting institution's strengths.</p> <p>Present the campus realistically – strengths and weaknesses: faculty, departmental relations, tenure procedure, and departmental climate.</p>	<ul style="list-style-type: none"> ▪ Visits include opportunities for candidates of color and female candidates to meet with faculty and administrators who share research or professional interests, in addition to people of similar sex, religion, sexual orientation or ethnic backgrounds. ▪ Help candidate identify professional networks on campus – including if appropriate but not limited to faculty and students of color, as well as majority faculty of similar scholarly interests. ▪ Avoid sending candidates to dinner with colleagues from the hiring department, without the presence of a search committee member or other ally. ▪ Establish relationships with key organizations in the community who can assist with campus visits. ▪ Provide itinerary in advance, if possible and inform candidate of presentation expectations. ▪ Address needs of family or partner if raised by candidate during the interview. ▪ Provide information for the candidate to make informed decision as to “fit.” ▪ Solicit feedback from all involved to assess candidate and process. 	<p>Candidates describe feeling welcome on campus, able to discuss personal and professional concerns with welcoming and attentive potential colleagues.</p>

AFTER THE SEARCH:

Once the search is complete, there are still ample opportunities to support diversifying the staff and faculty. As a matter of fact, how a new faculty member or staff person is oriented, welcomed and mentored will have a direct impact on the culture of the institution and the long-term success of recruiting future cohorts of faculty and staff from under-represented backgrounds. These recommendations aim to leverage institutional and systemic changes, create a greater culture of learning with regard to diversity and to support the campus to integrate retention strategies into recruitment cycles.

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>14. Debrief the Process:</p> <p>Assess the search process and outcome by evaluating the process as well as the candidate – particularly if the process did not yield a desired outcome.</p>	<p>Additional meeting post hire announcement that reflects on the process and supports the chair to report about the process.</p> <p>Brief on-line survey to all search committee participants that evaluates their work and seeks feedback. Data can be stored and shared with the President’s Cabinet or College Dean in order to determine strengths and challenges.</p> <p>Sample self-assessment questions include:</p> <ul style="list-style-type: none"> ▪ What were areas of strength and weakness in this search? How can the challenges be improved? ▪ What internal resources should be added to the search process? What other internal and external networks should be established? ▪ Are there appropriate university committees addressing diversity concerns? ▪ When a campus search results in hiring a faculty member of color, what led to the hire? ▪ If the process did not yield a faculty or staff member of color, why not? ▪ How were external community members of color engaged in the recruitment process? 	<p>All search committee processes include an end of process survey.</p> <p>Data from this survey and data about the race and sex of hires is presented to leadership groups in order to improve the process for future searches.</p>
<p>15. Develop a Centralized Data Infrastructure:</p> <p>Build a data infrastructure that supports a variety of coordinated data collection for hires and promotions, analysis</p>	<p>Develop clear and agreed to measures for collecting, analyzing and sharing data across institutional research, human resources, academic affairs and key administration.</p> <p>Design a central database for tracking tenure, promotions and terminations.</p>	<p>Deans and vice-presidents are able to refer to hiring patterns and base their conclusions on real time numbers for their divisions and Colleges.</p> <p>Academic Affairs can rank key University leaders according to the successful nature</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>and dissemination.</p>	<p>A clear and understood process for collecting demographic data for all position applicants, candidates, interviewees and hires at a manager level and above across the institution.</p> <p>Collect, analyze and distribute current and accurate recruitment and retention data for faculty and staff. Communicate both successes and challenges widely.</p> <p>Elect one office to coordinate the collection and analysis of data. Although several sources may contribute to the final data set, there needs to be one clear leader for the institution to look to as the driver of this information.</p> <p>A regular and periodic review of hire data compared to availability of candidates by discipline and scope of search (local, regional, national).</p> <p>A regular and periodic review of tenure and promotional data by race and ethnicity to eliminate potential patterns of bias.</p> <p>Review and dissemination of nationally sourced data by institution, discipline and race to remind administrators of the availability of qualified candidates of color for their particular departments.</p> <p>Accompany reports of disseminated data with the institution's affirmative action plan, recruitment best practices, and available resources for supporting recruitment.</p>	<p>of diverse candidate pools in their most senior searches.</p>
<p>16. Structure Welcome and Orientation Practices:</p> <p>Individual needs will vary</p>	<p>Colleges and Divisions charge specific staff and faculty to serve as hosts to new faculty and staff. This role may vary from department to department but could include tasks such as:</p>	<p>Employees and faculty report feeling welcome and supported on surveys or exit interviews. Include a question about whether or not there is some information</p>

Recommendation:	Sample Action Steps:	Sample Benchmarks:
<p>widely from person to person. However, it is safe to assume that for some women and under-represented minorities on faculty and in management, some inclusive and supportive orientation will be welcomed. New minority hires will likely feel isolated, at least until ISU reaches critical mass with its diversity efforts. Women and out gay or lesbian faculty and administrators will also experience more challenges integrating into the campus culture. Thus, the university must continue to support these new hires as they adjust to their new positions and professional homes.</p>	<ul style="list-style-type: none"> ▪ Take the new hire to lunch 1-2 times during the first 6 weeks of employment. ▪ Offer to introduce the new hire to colleagues and key personnel at the university. ▪ Be an ambassador for Terre Haute points of interest. ▪ Arrange for peer support from other faculty and staff that may have scholarship or professional responsibilities in common with the new hire. ▪ Listen to the new hire as they make sense of their transition and become more a part of the ISU community. ▪ Support the new hire to ensure their space, technology, job expectations, and other needs are being met accordingly. ▪ Introduce/accompany the new hire to University practices and celebrations, holidays, sporting events, and other community-wide experiences. ▪ Support with the identification of University policy and practices, with particular emphasis on areas relevant to the position – pre-tenure faculty seeking tenure and promotion advice, staff seeking information about flexible scheduling, etc. ▪ Regular and intermittent contact during the first semester to support the new hire with further questions and concerns. ▪ Personal support regarding relocation, schooling, community resources and cultural centers, and other regional concerns. ▪ Networking opportunities for hires to meet with relevant colleagues and scholars both on campus and at other institutions. 	<p>they would have liked to know prior to making their decision to come to ISU that they did not have.</p> <p>By December 1, 2010, all colleges and divisions have clear plans for how to welcome and orient new hires that reflect a range of support.</p> <p>Retention, tenure and promotion data reflect that minority and women staff and faculty are not leaving at higher rates than majority faculty and staff.</p>

Closing

Areas for Further Study at Indiana State University

Although our study touched on many areas of institutional function and, we believe, presents an appropriately broad and deep set of desirable changes, we know there are further areas not addressed in the scope of our study that would benefit from greater attention:

- The identification and selection of search firms for positions (from which firms your institution uses to when and how the decision to use a search firm is made).
- Campus climate overall as it pertains to different ways of thinking and learning, to the overall openness to change expressed by members of the community, especially the perceived safety on campus for students, staff, and faculty who are religious and racial minorities, women in sciences and math, as well as gay, lesbian, bisexual, and transgender people. This might include an examination of residential and housing policies, greater examination of student athletics, graduation rates and success for students which takes race, sex, and sexual orientation into consideration.
- Recruitment, composition, and retention of grant and research-funded “Non-Faculty Academic” positions.
- Recruitment, composition, and retention of graduate students.
- Staff recruitment at lower levels (we capped our exploration at level 28 and above).
- Examination of managerial level job descriptions across campus to evaluate the degree to which diversity-related skills should be added to the job expectations and qualifications for certain positions. For example, all administrative level positions might include one criterion for “demonstrated leadership of diverse groups or teams.”
- Mentoring programs, retention of junior faculty – specifically best practices for mentoring across lines of racial difference.

Resources

During the course of study, Massachusetts Institute for Technology drew national attention with the release of its “Report on The Initiative for Faculty Race and Diversity,” which spoke frankly to the best practices and challenges it faces as an institution to diversify the faculty. In addition to this report, our research team relied heavily on “Diversifying The Faculty: A Guidebook For Search Committees” published in 2002 by Caroline Sotello Viernes Turner and the American Association of Universities and Colleges.

There are hundreds of other scholarly articles related to diversifying university faculty. We have chosen a select group of often cited articles published in the last ten years:

- “The Story Is Not in the Numbers: Academic Socialization and Diversifying the Faculty,” by Judy Jackson, *NWSA Journal*, Vol. 16, No. 1, “(Re)Gendering Science Fields,” pp. 172-185. The Johns Hopkins University Press, 2004.
- “Faculty Diversity,” by Cathy Trower and Richard Chait, *Harvard Magazine*, 2002.
- *Faculty Diversity: Problems and Solutions*, by Joanne Moody, Routledge Press, 2004.
- *How to Diversify the Faculty: Get Beyond the Myths*, by Daryl G. Smith, American Association of University Professors, 2000.
- *The Revolving Door for Underrepresented Minority Faculty in Higher Education*, by Jose Moreno, James Irvine Foundation, 2006.
- *Critical Issue Bibliography (CRIB) Sheet: Multiculturalism and Faculty Development*, ERIC Clearinghouse on Higher Education, 2001.

Association of American Universities and Colleges, Diversity Resources: www.aacu.org/resources/diversity/index.cfm

Diversity Bibliography on American Association of University Professors Website: <http://www.aaup.org/AAUP/issues/diversity/Diversitybib.htm>

Diverse Issues in Higher Education: <http://diverseeducation.com>

National Association of Diversity Officers in Higher Education: www.nadoche.org

National Conference on Race and Ethnicity in American Higher Education: www.ncore.ou.org

Best Practices at Peer Institutions - Highlights

Ball State University, Illinois State University and Western Michigan University were selected as three state universities to be interviewed based on their Midwest location, having similar community demographics to Terre Haute and being listed with positive faculty diversity numbers and/or student retention rates in Indiana State University’s Diversity Council Annual Report, 2008-09. Interviews focused on search processes and inclusion activities. The following findings are most relevant to Indiana State University’s goal of improving search process practices:

- Ball State University’s searches are centralized by academic college. The centralization, including the data, is in place for accountability with sign-offs occurring throughout the process, e.g. reviewing the pool of applicants, making an offer.
- The compliance officer at each of the three universities can stop a search at any time with the consequence being the search must restart. In all three cases, this was a rare occurrence.
- At each university, the data is centralized. The Illinois Board of Education mandates an Underrepresented Groups Report. This information is shared with the president to show trends in hiring patterns and different college’s attrition or retirement numbers.
- Search committee training varies at each institution from: the compliance officer meeting with each search committee to share do’s and don’ts of the process (BSU); to meeting with each college’s deans and chairs to review the search process, provide general ideas how to broaden and diversify the search and then only meet with individual search committees if invited (WMU); and finally only if the search committee request training, which some deans mandate training is completed annually and other deans do not (ISU).
- Each university conducts basic advertising – website, local/regional news sites, *Chronicle of Higher Education*.

- Illinois State University search committees advertise in three ways: locally/regional news outlets, website and then the dean chose one national publication, which can be discipline specific.
- At Ball State University, outreach practices in the past have included attendance at a national diversity conference to recruit potential candidates and also advertising in key places.
- At Western Michigan University, the Office of Institutional Equity encourages conferences, peer-to-peer contact, listserv announcements, personal phone calls as well as offering coaching to increase a diverse pool of candidates.
- At Ball State University, there has been an incentive program if hiring an underrepresented faculty member, 25% of the person's salary could go back to the department to use in any way including using as part of the salary for the new hire.
- At WMU, two departments pooled resources for a hire of opportunity – becoming aware of a scholar whose addition to the faculty would be important and creating a position specifically to take advantage of this person's interest and availability.
- All universities interviewed recognize the role the community has in recruitment and retention efforts but their response to increase the community's diversity and quality of life ranges from: being candid about the reality and also the possibilities and opportunities in the community (Illinois State University); to recognizing the important role the community plays. Ball State has begun to create a different relationship with the community; and WMU is very involved in community programs on diversity and inclusion. For example,

One of Ball State's new training programs, a two-year initiative called Building Employment Skills Together (BEST), prepared 2,700 local residents for new job opportunities before it concluded in 2001. BEST was funded by a \$1 million grant from the U.S. Department of Housing and Urban Development. The program was nominated for a Best Practice Award from HUD and won the Award of Excellence in Economic and Community Development from the University Continuing Education Association. Both honors have recognized that BEST is a national model for community-based projects. Participants included 300 welfare recipients assisted through the Impact division of East Central Opportunities in Muncie... Ball State is working with community partners to enhance lives, boost careers, and aid economic development efforts in central Indiana. Two new federally funded training programs administered by Ball State's Center for Organizational Resources (COR) are giving new job skills and new hope to 3,000 unemployed and underemployed workers in Muncie and Indianapolis. Programs like these are the lifeblood of COR, which serves more than 7,500 individuals and organizations each year by using its staff, the Ball State faculty, and a statewide network of professionals to provide workforce development assistance.³

Illinois State University has two strategies in place to increase retention of new hires. The first was changing the way they support new hires by engaging them in University events, assigning a faculty or two to support the new hire in developing relationships and becoming connected to the community. The second strategy is making the commitment to offer competitive salaries, similar to what institutions in a larger geographic area might offer.

³ From Ball State University's Strategic Plan 2001-2006, p. 13.

Each interviewee was asked what lessons have they learned in creating inclusive search processes. They shared the following:

- Support from the top is needed to be effective.
- Create messages that are non-threatening and promote the benefits of diversity.
- Use different messengers – some that are appropriate for people of color, others that speak to white people.
- Important to use candor in talking about the University – share what is attractive about the University as well as the limitations so there are no surprises.
- Do not force a committee to hire a minority. The consequence can be that members of the community could sabotage the new hire.

Summary

In summary, Indiana State University faces a momentous crossroads: whether or not to embrace the challenges and opportunities inherent in transforming your campus culture. What opportunities exist to reinforce desired cultural shifts? As ISU welcomes and honors the perspectives and scholarship of academics and professionals who will likely bring rich and complex differences to Terre Haute and ISU, how will the University keep in mind the importance of these differences? And, ultimately, to remember that you have at least 1 goal in common: to passionately serve students from the state of Indiana, the United States, and the many countries represented by your student body.

As the United States becomes more diverse with each generation, our university communities face greater diversity of sexual orientation, religion, age, language, and race than ever before. As scholars from across the world seek faculty positions in our universities, and as more and more women and minorities contribute to scholarship on a wide range of material, academia must reconcile the desire for tradition and stability with the inevitability of demographic and cultural change. Indiana State University will compete with other large public institutions of learning to best meet the complex expectations young people will undoubtedly bring to their college experience, as well as the expectations of our global workplaces for more cultural competency from employees and leaders.

We hope that this report and the recommendations herein will support your institution to think creatively and strategically about the best ways for you to make changes that reflect your current readiness as well as financial and human resources. We also hope that you will find the right balance of bold and practical strategies, and recognize that this journey will require visionary messages, systems of accountability, and a consistent and coordinated effort by those individuals and offices charged with leading transformation.

Diversifying Faculty and Staff: Indiana State University Search Committee Study
Closing Report Appendices

Appendix A: List of Key Stakeholder Interviewees - December 2009 and March 2010

First visit Interviewees:

Brad Balch, Dean, College of Education
John Beacon, Vice President for Enrollment Management, Marketing and Communications
Daniel Bradley, University President
Will Downs, Vice President for Human Resources, and Member, Diversity Council
Robert English, Associate Vice President for Academic Affairs
Elonda Ervin, Associate Director of Experiential Learning, Career Center and Member, Diversity Council
Barbara Eversole, Assistant Professor, Human Resources Development and Member, Diversity Council
Teresa Exline, Special Assistant to the President for Internal Relations
Mary Ferguson, University Diversity Officer

Betsy Hine, Associate Dean of Library Services
Rhonda Impink, Associate Professor of Social Work and Member, Diversity Council
Sheila Johnson, University Affirmative Action Officer
C. Jack Maynard, Provost
Nancy Merritt, Dean, College of Business
Randall Minas, Graduate Student, College of Business
Jay Gatrell, Dean of Graduate and Professional Studies
Thomas Ramey, Vice President for Student Affairs
Donna Royce, Personnel Coordinator, Office of Academic Affairs
Thomas Sauer, Dean, Arts and Science
Brad Sims, Dean, College of Technology
Carmen Tillery, Chair of the Diversity Council and Dean of Students
Tami Weinzapfel-Smith, Employee Relations, Human Resources
Richard Williams, Dean, College, Nursing, Health and Human Services

Interviews during the second visit were conducted with:

Mary Ferguson, University Diversity Officer
Tami Weinzapfel-Smith, Employee Relations, Human Resources
Daniel Bradley, President
Karl Burgher, Special Assistant to the President for Strategic Planning
Ed Kinley, Associate Vice President and Chief Information Officer
Tara Singer, Assistant Vice President for Communications and Marketing
Ron Prettyman, Director, Athletics Department

Appendix B: Data Themes from Site Visit - December 2009

I. Perceived Benefits of Diversifying the Faculty and Staff:

- **Quality educational experience:** Preparing students for being successful in the multicultural world they will inevitably participate in; for student recruitment and retention. In education, diversity is a best practice for successfully educating all the children in our society – we see this as central to the mission of public education. Reflect the student demographics: more effective mentoring and guiding the students, better student outcomes. With such a diverse student body, a more diverse faculty and staff is the right thing to do.
- **Quality scholarship:** More competitive scholarship will come from different people and perspectives. We need to create a culture where all kinds of people can build their careers at ISU. We have been too insular for too long - being less exclusive.
- **Ethical, moral, and legal obligation:** ISU leadership and faculty should reflect Indiana's population. Compliance with the law and affirmative action.

II. Recently Implemented Diversity Practices:

- **The ATS (applicant tracking system):** a mechanism that allows us to track open jobs, applicants, and search committee formation.
- **Mentoring:** We have successfully mentored several students of color into graduate school.
- **Diversity awareness** of the Americans with Disabilities Act
- **Stability in leadership positions:** Hiring an AA director and the Office of Diversity – Mary's role.
- **The strategic plan:** Recruitment and retention is goal #6,
- **Diversity Council:** The diversity council's existence, their 2008 report and recommendations, this contract with OpenSource.
- **Exit interviews** support data gathering about our climate.
- **International scholars:** The presence on campus of people not from the US, who speak various languages and hold different beliefs, contributes to the campus and community on multiple levels.

III. Urgent Challenges to Diversity:

- **Lack of Accountability:**
 - No faculty or employee has diversity measures as part of their review process.
 - Our technology has fewer touch points for the hiring process and this has negatively impacted the accountability factor.
- **Technology:**

- ATS is used inconsistently, too many exceptions. Not all positions are entered into the ATS and not all jobs entered into ATS have search committees.
- ATS is awful for the *candidate* – it’s clunky, there are too many field problems, places where blanks cannot be left and then candidate applications are listed as “incomplete” and do not get forwarded to committees.
- No clear waiver process for people who want exceptions to posting jobs in ATS.
- **Current Climate:**
 - We have so few POC that few minorities want to be the only one, the first one, etc. Retention is a challenge for recruitment. Current University climate: “we’re an insular community and we need to become more welcoming to people who do not look and sound like us.”
 - Our challenges have to do with traditions/habits/patterns we need to examine critically and see how they are not benefiting us – or if they are still benefiting us – who is benefiting?
- **Lack of Recognition and Communication:** We are not recognized for our good diversity efforts.
- **Terre Haute:** Partner with the city of Terre Haute to make a more favorable impression on candidates and new hires.
- **System of Job Creation:** Lack of centralized and monitored system for authorizing the creation of new jobs.

Appendix C: Copy of the Online Survey Tool – January 2010

Thank you for taking a few minutes of your time to share your experiences at Indiana State University in regards to its diversity efforts and faculty and staff search committee processes. This survey was developed by OpenSource Leadership Strategies, Inc. and MP Associates, in consultation with ISU’s Diversity Officer, Dr. Mary Ferguson and the ISU Council on Diversity, based on a recent literature review of diversity best practices in academia. The survey draws from the work of Caroline Sotello Viernes Turner in her publication, *Diversifying the Faculty: A Guidebook for Search Committees*, Association of American Colleges and Universities, 2002, and other sources.

We appreciate your candid responses to the survey questions. All answers are confidential and anonymous. Aggregate data and themes will be useful to the ISU Council on Diversity and strategic plan implementation (particularly related to Goal 6: Recruit and Retain Great Faculty and Staff).

The survey should take approximately 20 minutes to complete; you have 10 days to respond. We appreciate your insight and participation in our data gathering effort. .

SECTION A SURVEY RESPONDENT INFORMATION

1. How many years have you been employed at ISU?

- Less than 1 year
- 1-3

- 4-8
- 9-15
- More than 15

2. Please identify your race/ethnicity (check all that apply):

- African American
- American Indian
- Asian
- Caucasian
- Hispanic
- Other (please specify):_____

3. Please identify your gender:

- Female
- Male
- Transgender

4. Please identify your sexual orientation:

- Bisexual
- Gay
- Heterosexual
- Lesbian

5. Please identify your college/office:

- College of Arts and Sciences
- College of Business
- College of Education
- College of Nursing, Health and Human Services
- College of Technology
- School of Graduate and Professional Studies

- Office of the President
- Office of the Provost and Vice President of Academic Affairs
- Office of Student Affairs
- Office of Business and Finance
- Office of Enrollment Management, Marketing, and Communications

SECTION B INDIANA STATE UNIVERSITY DIVERSITY EFFORTS

For the following questions, please answer based on your experience at Indiana State University.

6. The rationale for a diverse faculty/staff is communicated in the strategic plan for my College/ Office.

1 –Not at All 2- Somewhat Implicit 3- Implicit 4 – Somewhat Explicit 5 – Explicit

7. An institutional commitment for diverse faculty/staff at ISU has been communicated by the University.

1 –Not at All

2- Somewhat Implicit

3- Implicit

4 – Somewhat Explicit

5 – Explicit

8. Please share who of the following have been explicit with public messages regarding the importance of having a diverse faculty and staff: (Check all that apply)

- Board of Trustees
- President
- Provost and Vice President for Academic Affairs
- Vice President for Student Affairs
- Vice President for Business Affairs
- Vice President for Alumni Affairs and Constituent Relations
- Dean of the College of Arts and Science
- Dean of the College of Business
- Dean of the College of Education
- Dean of the College of Nursing, Health and Human Services
- Dean of the College of Technology
- Council on Diversity
- Affirmative Action Director
- Office of Diversity
- Office of International Programs and Services
- Office of Business and Finance
- Office of Enrollment Management, Marketing, and Communications
- Other (please specify): _____

In this survey, we use the term "under-represented minority" to mean individuals whose identities are inadequately represented at ISU. Most often, this includes African American, Latino, Native American/Alaskan, Gay, Lesbian, Bisexual and Transgender individuals, for all disciplines. In some disciplines such as Physics and Math, white women are also under-represented.

9. There is attention to creating a welcoming environment for faculty/staff who do not represent the majority population on campus through activities e.g. Diverse speakers, Discussion of faculty diversity research, establishment of affinity groups

1 –Never

2-Rarely

3-Sometimes

4 – Consistent Attention

SECTION C SEARCH COMMITTEE PROCESSES

10. Please check your past or current role in a Search Committee at ISU: (Check all that apply)

- Search Committee Chair/Co-Chair
- Search Committee member
- Supervise Search Committee process
- Participate in the Search Committee process as a candidate

11. What year was the last search committee process you participated in any of the roles listed above?

- 2009
- 2008
- 2007

For the next series of questions, please answer based on this most recent search committee experience.

12. What was the position level for the search process you recently participated in?

- Upper management (dean, associate/assistant dean, vice president, assistant/associate vice president)
- Administrative Director
- Professor
- Associate Professor
- Assistant Professor
- Other (please specify): _____

13. Did the search committee discuss diversifying faculty/staff?

1 –Not mentioned 2-Mentioned 3 – Discussed

14. Did the search committee discuss personnel and affirmative action policies and practices?

1 –Not mentioned 2-Mentioned 3 – Discussed

15. Was the diversity of the search committee discussed?

1 –Not mentioned 2-Mentioned 3 – Discussed

16. Was there an effort to make sure the search committee reflected diverse perspectives, racial backgrounds, etc.?

1 –No Effort 2-Minimal effort 3 – Some Effort 4-Significant Effort

- 17. Did the search committee take time to debunk diversity myths (e.g. faculty of color in great demand and recipients of bidding wars, threat to white faculty/staff)**
 1 –Not mentioned 2-Mentioned 3 – Discussed
- 18. How would you rate the search committee's effort to attract a diverse candidate pool?**
 1 –No Effort 2-Minimal effort 3 – Some Effort 4-Significant Effort
- 19. Was there discussion of where to network, advertise or announce the open position in order to attract a diverse candidate pool?**
 Yes
 No
- 20. How was the evolving pool monitored to ensure diversity was present?**
 1 –Do not know 2-Did not 3 – Some check-in 4-Significant monitoring
- 21. If the search was for a teaching position, was there discussion during the process regarding candidates' multicultural teaching pedagogy and working with diverse populations of students?**
 1 –Not mentioned 2-Mentioned 3 – Discussed
- 22. If the search was for an administrative position, was there discussion during the process regarding candidates' work with diverse populations and knowledge of multicultural issues?**
 1 –Not mentioned 2-Mentioned 3 – Discussed
- 23. During the campus visit, did the committee address family or spouse/partner needs of the candidates?**
 1 –Not consistently discussed 2-Only if the candidate requested 3 – Consistently with each candidate
- 24. During the campus visit, did the search committee share information about professional networks on campus and networks in the community?**
 1 –No 2- Not consistently discussed 3 – Consistently with each candidate
- 25. During the interview were benefits, tangible and intangible, discussed?**
 1 –No 2-Not consistently discussed 3 – Consistently with each candidate

26. Please add any comments regarding your answers to questions 12-23 about the search committee process.

27. Was the position announcement reviewed to address any of the following points:

	Yes	No
a. Include a statement to encourage minorities to apply		
b. Ensure a broad description of relevant scholarship, experience and disciplinary background.		
c. Assess which qualifications are labeled “preferred” vs. “required”		
d. Include a statement regarding experience with diversity and multiculturalism		

28. How did the search committee advanced diversity goals?

29. What challenges did this search committee face and how were they addressed?

30. In the final outcome of your search committee, did the committee recommend an under-represented candidate to be hired?
yes no

31. If you answered yes to question 30, what do you think most impacted this outcome?

32. If you answered yes to question 30, how would you rate the fairness of the offer made to the under-represented candidate?
1 –Do not know 2-Unfair 3 – Somewhat Fair 4-Fair

SECTION D FINAL QUESTIONS:

For this set of questions, please answer in general regarding your experience/knowledge about ISU.

33. Please rate the following practices in your College/Office to support new hires.

1 – does not occur 2 – rarely 3 – sometimes 4 – consistent practice

	1	2	3	4
A. Discussion with current faculty/staff on creating a welcoming environment.				
B. Discussion regarding expectations to uphold all conditions of the contract.				
C. Regular contact with new hire is maintained by key personnel.				
D. Assistance is provided to new hires on developing collegial networks.				
E. Attention to avoid unrealistic expectations and tokenism of underrepresented faculty/staff who are newly hired.				
F. Mentoring relationships				

34. What resources can the University provide to support identifying, interviewing and hiring under-represented candidates?

	Yes	No
Information about creating a diverse pool of candidates		
Investment of time and money to establish relationships with external networks		
Bring diverse speakers to campus		
Host forums on faculty diversity and related research		
Information about debunking myths regarding hiring a diversity faculty/staff		
Importance of using current under-represented staff as a resource		

35. What suggestions do you have for ISU leadership to strengthen the search processes and to support retention of under-represented faculty/staff at ISU?

36. What suggestions do you have for the Council on Diversity and the University Diversity Officer create more effective search processes and support retention of under-represented faculty/staff at ISU?

37. Final Comments:

Appendix D: Copy of Data Themes Presentation - March 2010

Indiana State University Faculty/Staff Search Process Study

Data Themes and Key Questions

Evangeline Weiss

OpenSource Leadership Strategies, Inc.

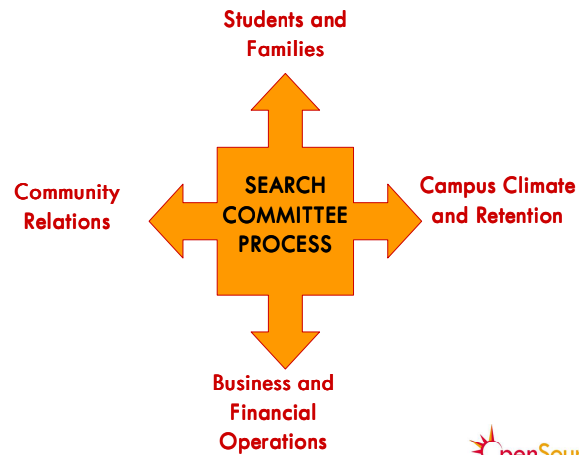


Our Team

- Evangeline Weiss and Gita Gulati-Partee
 - **OpenSource Leadership Strategies, Inc.** builds organizational and leadership capacity for breakthrough social change.
- Maggie Potapchuk
 - **MP Associates** is dedicated to building the capacity of individuals, organizations, and communities to effectively address racism and better understand privilege issues for building a just and inclusive society.



Strategic Thinking About Diversity



Rationale for the Faculty/Staff Search Process Study



- University strategic plan, goal #6
- Diversity Council – report and other studies highlighted the need for change
- New and change-oriented leadership



Data Gathered

- December 2009 – campus **visit and interviews**.
- January 2010 – **Materials review** – search related documents, sample job postings and announcements.
- January 2010 – **Peer Interviews** – Western Michigan University, Ball State University, and Illinois State University.
- January/February 2010 – **Online survey** administered to 175 faculty and staff who participated on search committees between 2006-2009.
- Current visit - Search **committee debrief**.



Representation from Across Campus:

- **Offices:**
 - 12 President/Provost
 - 11 Student Affairs
 - 3 Finance
 - 3 Enrollment
- **Colleges:**
 - 38 Art& Science
 - 11 Business
 - 25 Education
 - 26 Nursing and Health
 - 20 Technology



Institutional Context for Change



- There are clear and real challenges – AND
- Clear and obvious choices for making change.
- Change – What happens when faced with a learning curve?
- ISU has been here before – the crossroads of change - With new data, how will ISU respond? How will the university operate differently to achieve Goal 6 and sustain progress?

Key Observation: Creative Tensions

- Varying perceptions about the importance of diversity, the need for change and ISU's responsibility for investing in change.
- Inconsistent expectations, processes, communication and data flow.
- Appearance of three different subcultures related to increasing diversity: **Action-Oriented, Contemplative, and Reluctant**

Three Subcultures

- **Reluctant**
 - *"The focus on diversity for political correctness sake has ruined the campus."*
- **Contemplative**
 - *"Surely, there is something better than what exists here at ISU?"*
- **Action-Oriented**
 - *"All of the best practices you mention were utilized... I made a point at professional conferences to discuss the open position with diverse doctoral students."*

Missed Opportunities

- There are several **success stories** and best practices currently being utilized at ISU –
 - Advocacy from **Office of Diversity, Affirmative Action Officer**, and the **President's Office**
 - Division of Student Affairs recruitment/retention
 - **Athletics**
 - **College of Education** policies, plan, and practices
 - **ATS system**
- **How to LEVERAGE STRENGTHS?**

Study Findings: Major Themes



- Data Flow
- Search Committee Processes
- Education
- Communication
- Accountability

Major Theme: Data Flow

- Inconsistent use of Applicant Tracking System (ATS)
 - 50 positions, “In ATS, search committee”
 - 45 positions “Not in ATS, No search committee”
 - 23 positions, “Not in ATS, search committee”
 - 11 positions, “In ATS, No search committee”
- Search committee data collection and tracking
- Applicant demographics – monitoring and communication

Major Theme: Search Committee Charge and Dynamic



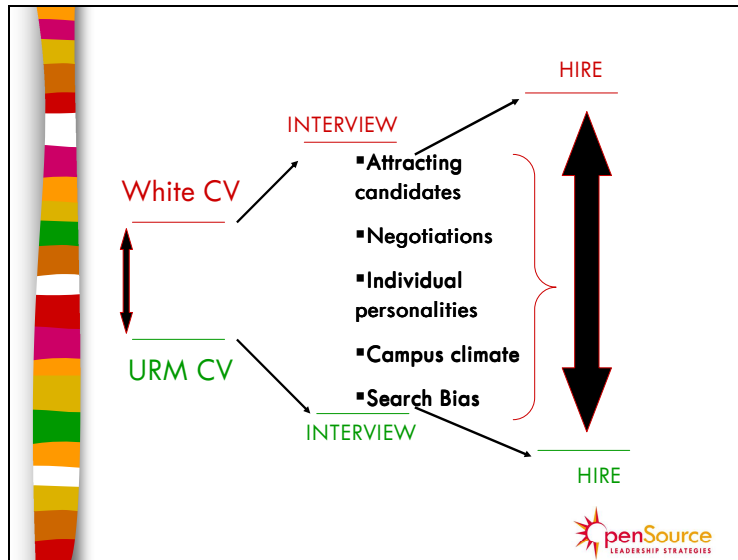
- “We don’t make the choice, we just recommend.”
- “Too few applicants.”
- “I was not privy to all that the committee did.”
- “We had a hard time agreeing on priority criteria.”

Major Theme: Education

“ A challenge was for the committee to come to an agreement that *diversity should be a determining factor* when recommending a candidate for a particular position.”

Sample Questions:

- What does the word “diversity” mean in the above sentence?
- When is diversity NOT a consideration?
- What is the difference between **Affirmative Action** and **Diversity**?



Major Theme: Communication

- 73 respondents claim an explicit commitment to diversity
- Leaders with explicit public messages about diversity: President (81%) and Provost (56%)
- Opportunities exist to increase communication throughout the colleges and other university offices.
- “HR has information regarding ethnicity, and does not share it with the search committee, leaving the members uncertain about whether their choices are considering underrepresented folks.”*
- “Two people on the committee were reluctant to discuss a gender diversity issue.”*

Major Theme: Accountability

How was the evolving pool monitored to ensure diversity was present?
53% of respondents did not know

- Meta and Micro:** Across the process as a whole and specifically within individual committees.
- Role:** *Committee was not responsible for recruitment, just review of candidates.*
- Process:** *At times, the committee works in subgroups. Members may not be aware of every conversation that occurred.*

Differing Perspectives:

- Yes – we discussed where to network, advertise and announce open positions: White: 74%/POC: 44%
- 58 % believe search committee discussed diversifying faculty/staff.
- 39% perceive significant effort to diversify the search committee
 - 31% said Not Mentioned.
 - Minimal or no effort – White: 18%/POC: 41%
- 48% (66 respondents) believe that significant effort was made to diversify the pool (28 female/38 male)

In Conclusion...

Whites tend to measure progress by comparing the present to the past, whereas, non-whites are more likely to compare the present to their view of how the future should be. -- Richard Eibach, Yale University

HOW IS DIVERSIFYING THE FACULTY AND STAFF INTEGRAL TO INDIANA STATE'S SUCCESS?



Kalamazoo RACE Exhibit Initiative

- **"RACE: Are we so Different?"**
 - Family exhibit that uses history, science and lived experience
 - Explores human variation
 - Reveal the reality – and unreality – of race.
 - Coordinated by Western Michigan University Office of Diversity and Inclusion, The RACE Exhibit is a collaboration of over 50 community organizations of Southwest Michigan.
- www.raceexhibit.org



Committee for Developing Leadership in Diversity, Social Justice and Inclusion (LDSI).

- "Our mission is to explain the causes and consequences of systemic inequalities that prevent inclusive excellence as represented in decision-making, policy implementation, and curriculum content; and to develop educational processes/opportunities for University constituents to learn about and live out the University's mission regarding diversity and inclusion."



Where Do We Go From Here?



- Synthesize final data.
- Final report finalized by May 20th.
- Recommendations presented to the Diversity Council, the Office of Diversity and the President's Office.



Appendix E: Materials Reviewed

- Search Committee Information – specific for “Instructional Designer Specialist” – 12/18/09 includes powerpoint presentation
- Interview Guidelines
- Checklist for Reviewing Applications and/or Resumes
- Hiring procedures for professional staff (no search committee required)
- Full Administrative Hiring Procedures
- Support Staff Hiring Procedures
- Professional staff hiring authority checklist/responsibilities
- Administrative Staff Search Committee Chair Checklist
- Administrative Staff hiring authority
- Support Staff Hiring Authority Checklist
- Essential Job Functions Worksheet
- Support Staff Vacancy summary form
- Pre-Screening Matrix
- Applicant Assessment
- Computer
- Appendix H University Handbook
- Exit interview Form
- Job Announcements 2006
- Included support, administrative, professional and faculty examples for each year
- Job Announcements 2007
- Job Announcements 2008
- Job Announcements 2009
- Employment Website
- New employee orientation session
- Documentation required for health coverage
- Employment Services – Power Point
- Support staff orientation checklist
- Orientation website
- Benefit Packet – support faculty and professional staff
- ISU folder
- Terre Haute folder
- Online training tools

Appendix F: Arts and Science Dean Search Committee Members

Jay Gatrell, Chair
Sherri, artsilliana.org, Community Member
Shannon Barton-Bellessa
Stan Buchanan
Thomas Estabrook
Christopher Fischer
Anna Christensen

Aaron Morales
Michelle Lydick
Nancy Cobb Lippens
Jennifer Boothby
Virgil Sheets
Julie Dixon

Appendix G: Peer Institution Interviews and Findings

Questions for Peer Interviews Before we began with the interview questions, we sought to learn more about each university's unique institutional journey thus far. We asked about several different types of strategy and whether or not it was in place, and for how long.

- Campus Climate Assessment (strong focus on diversity and inclusion)
- Diversity Council – how long, major responsibilities
- Establishment of affinity groups (race, gender etc)
- Discussion of diversity research
- Diversity training for staff and/or faculty
- Senior Leadership championing diversity
- Visible Scholarly Programming (diverse speakers)
- Exit Interviews
- Zero tolerance for discriminatory acts
- Cross-racial/gender Mentoring
- Faculty Development programs for women and people of color e.g. faculty fellows program

Are there other characteristics or issues about the institution as a whole that are important context for writing up our findings (rapidly expanding, new leadership, etc?)

Can you tell me about your diversity definition/language (will check website first)

Search Process

1. Is your search process centralized or decentralized? Describe the process.
2. Describe your data infrastructure for searches. Where is it housed? How is the data used?
3. When you moved from paper to digital to collect data about searches – how did you work to ensure accountability (i.e. with key people signing off on permission to hire etc)?
4. Share your training content for your search committees. Has the training been evaluated for effectiveness? Things to consider re: search committee training.
5. What type of support is provided to search committees?
6. How does the University ensure the search processes are compliant? What are the consequences for non-compliance? Examples.
7. What are your some of your current search practices for outreach for under-represented faculty and staff? What have been the outcomes of these practices? What decisions have been made re: prioritizing resources spending on advertising in different media vs. going to conferences (meeting people, creating relationships etc) vs. _____
8. Does your university have a pool of money to create positions across departments? What type of support is offered to spouses/partners of new hires?
9. Who are the stakeholders that have been most helpful in this process (roles)? How did you work with gatekeepers who wanted to keep the status quo?
10. What type of relationship does the university have with the community? Has there been activities/discussion to increase the community's diversity involving the university? Any materials created for candidates to share about community life? Do your search committees include community residents (non-university employees)?
11. Are there any lessons learned you would like to share regarding the search process?

Specifics on few search practices

12. Share any relevant information about how the institution started this particular practice –how, who, how long did it take, what were the issues of retrenchment, resistance that needs to be considered? Is the practice integrated within the institution or just a few schools/colleges?
13. What are the administrative requirements/structure to put this practice (will be specific) in place, including costs and timeline, if known. Including administrative responsibility and accountability.
14. Thinking about some of the practices you have in place for your search process – what caveats need to be considered in its replication.

Inclusion Activities

15. Who are the major drivers at the university to become more inclusive (roles)? In your efforts to date to change the climate and become more inclusive – how did you address faculty governance issues?
16. Regarding new faculty hires, does your university ask people to apply for tenure again and go through the institution's process?
17. Discuss major inclusion practices. Share any relevant information about how the institution started this particular practice –how, who, how long did it take, what were the issues of retrenchment, resistance that needs to be considered? Is the practice integrated within the institution or just a few schools/colleges? What are the administrative requirements/structure to put this practice (will be specific) in place, including costs and timeline, if known.
18. Are there any activities you are developing now to increase the effectiveness of your searches and/or retention?
19. Are there any lessons learned you would like to share regarding inclusion activities in general?

Findings from Peer Interviews

Three state universities were chosen to be interviewed based their location (Midwest), having similar community demographics to Terre Haute and listed with positive faculty diversity numbers and/or student retention rates in Indiana State University's Diversity Council Annual Report, 2008-09. Our thanks to the following individuals for participation in the interview process:

- Dr. Charles Payne, Office of Institutional Diversity, Ball State University
- M. Shane McCreery, J.D., Office of Equal Opportunity, Ethics and Access, Illinois State University
- Dr. Martha Warfield, Office of Diversity and Inclusion , Western Michigan University
- Zarinah El-Amin Naeem, Office of Diversity and Inclusion, Western Michigan University
- Tammy Miller, Office of Institutional Equity, Western Michigan University

The interview was focused on two main subject areas, each University's staff and faculty search process (e.g. data infrastructure, search committee training, outreach practices, relationship with the greater community) as well as broader strategies to create an inclusive university. Information was compiled before interview from each University's website and documents, in order to create specific questions about programs.

The Search Process

Two of the universities search processes are partially centralized and decentralized. The third institution, Ball State University's searches are centralized by academic college. The centralization, including the data, is in place for accountability with sign-offs occurring throughout the

process e.g. reviewing the pool of applicants, making an offer. At each university, a compliance officer can stop a search at any time with the consequence being the search must restart. In all three cases, this was a rare occurrence.

At each university, the data is centralized. The Illinois Board of Education mandates an Underrepresented Groups Report. This information is shared with the president to show trends in hiring patterns and different college's attrition or retirement numbers.

The type and consistency of search committee training varies at each institution from: the compliance officer meeting with each search committee to share do's and don'ts of the process (BSU); to meeting with each college's deans and chairs to review the search process, provide general ideas how to broaden and diversify the search and then only meet with individual search committees if invited (WMU); and finally only if the search committee request training, which some deans mandate training is completed annually and other deans do not (ISU).

Outreach practices at each university are limited now because of budget cuts. For the most part, each school conducts the basic advertising – website, local/regional news sites, Chronicle of Higher Education. At Illinois State each search committee advertise in three ways: locally/regional news outlets, website and then the dean chooses one national publication, which can be discipline specific. At Ball State, their outreach practices in the past have included attendance national diversity conference to recruit potential candidates and also advertising in key places. At Western Michigan, the Office of Institutional Equity encourages conferences, peer-to-peer contact, listserv announcements, personal phone calls as well as offering coaching to increase a diverse pool of candidates.

At Ball State University, there has been an incentive program if hiring an underrepresented faculty member, 25% of the person's salary could go back to the department to use in any way including using as part of the salary for the new hire. The policy is no longer exists after review by the compliance officer. At WMU, they had an experience of two departments pooling resources to hire under-represented faculty person. The hiring was approved after the departments worked out funding and joint departmental responsibilities.

In regards to support offered to spouses or partners, typically it occurs case by case with no formal program in place. The one example given was when a distinguished faculty's spouse/partner was looking elsewhere, and then if an appropriate opening occurs the person would be given priority consideration.

All universities interviewed recognize the role the community has in recruitment and retention efforts but their response to increase the community's diversity and quality of life ranges from: being candid about the reality and also the possibilities and opportunities in the community (ISU); to recognizing the important role the community plays and are in the beginning stage of creating a different relationship with the community (BSU); and to being very involved in community programs on diversity and inclusion (WMU – see promising practice section for more information).

One of Ball State's new training programs, a two-year initiative called Building Employment Skills Together (BEST), prepared 2,700 local residents for new job opportunities before it concluded in 2001. BEST was funded by a \$1 million grant from the U.S. Department of Housing and Urban Development. The program was nominated for a Best Practice Award from HUD and won the Award of Excellence in Economic and Community Development from the University Continuing Education Association. Both honors have recognized that BEST is a national model for community-based projects. Participants included 300 welfare recipients assisted through the Impact division of East Central Opportunities in Muncie.

Ball State is working with community partners to enhance lives, boost careers, and aid economic development efforts in central Indiana. Two new federally funded training programs administered by Ball State's Center for Organizational Resources (COR) are giving new job skills and new hope to 3,000 unemployed and underemployed workers in Muncie and Indianapolis. Programs like these are the lifeblood of COR, which serves more than 7,500 individuals and organizations each year by using its staff, the Ball State faculty, and a statewide network of professionals to provide workforce development assistance.⁴

Illinois State University has two strategies in place to increase retention of new hires. The first was changing the way they support new hires by engaging them in university events, assigning a faculty or two to support the new hire in developing relationships and becoming connected to the community. The second strategy is making the commitment to offer competitive salaries, similar to what institutions in a larger geographic area might offer.

Each interviewee was asked what lessons have they learned in creating inclusive search processes, they shared the following:

- Top support is needed to be effective.
- Create messages that are non-threatening and promote the benefits of diversity.
- Use different messengers – sometimes appropriate to be people of color, other times white.
- Important to use candor in talking about the University – share what is attractive about the university as well as the limitations so there are no surprises.
- Do not force a committee to hire a minority. The consequence can be that members of the community could sabotage the new hire.

Inclusion activities

During the interview, a list was shared of various inclusion activities to find out if they have taken place, if so, how long ago and any nuances. The following shares some of the unique implementation details of these strategies:

⁴ From Ball State University's Strategic Plan 2001-2006, p. 13.

- All three universities either have conducted or will conduct a campus climate assessment. At Illinois State University, they shift the method of conducting the assessment, which, occurs every three years. One year they had in-depth formal process conducted in partnership with the psychology department and another time it was an informal assessment with interviewers on the quad with clipboards.
- At Western Michigan University, three of the academic colleges have diversity councils. Dr. Warfield believes the individual colleges will accomplish more, conduct monitoring and implement internal practices including providing retention support. There will be an effort this year to develop diversity councils at the other academic colleges.
- At Ball State University, the provost has provided a fund for departments to provide matching funds for those who bring in minority scholars to speak at the university. Another incentive program is for faculty to become Diversity Associates, which means including diversity related activities in their classroom. This summer an intense workshop will occur to discuss creating an inclusive curriculum. Diversity Associates receive \$800.
- At Illinois State University, there is an executive diversity committee, which includes upper management and is by appointment only. Their mission is to gather information and data and present it to the president regarding university activities and whether they are satisfying the University's desire to be inclusive. The Academic Senate diversity committee's work and interests is base on the membership of the committee.
- The Diversity Advisory Council at Ball State University began two years ago and is currently focusing on recruiting faculty and creating a university diversity plan. A concern they want to address is regarding promotion and tenure. Is there consideration of student bias toward minority faculty in review of course evaluations? Currently the committee is composed mostly of minorities; there is discussion with the provost to expand the membership, specifically to white males.
- Illinois State has four affinity groups for faculty and staff (African American, Asian American Hispanic and Lesbian, Gay, Bisexual and Transgendered) and students have multitude groups some registered, others not.
- Earlier this year Ball State University hosted a Diversity Research Symposium focused on research and writing projects in any discipline that involve cultural identities such as age, race, geographical location, ethnicity, physical and mental ability, socioeconomic class, gender, religion, sexual orientation, nationality, language, and their intersections. The event included more than 70 presenters from 16 institutions and 28 academic sub-disciplines.

Each interviewee shared the lessons they learned in creating inclusive university:

- Talking to people individually on why there is a need for diversity.
- Reminding people there is a track record of white faculty and administrators that do not work out in their positions, yet we still take the risks to hire white person. Let's take a risk and hire a person of color.
- It is imperative to have top-level of support.
- Funding needs to be carved from hard money and not rely on grants, donations, or discretionary funding. It makes a statement that there is a sense of urgency if hard funding is provided and the diversity officer reports to the president.
- It is important to become familiar with accrediting agencies and professional organizations' expectations regarding diversity and inclusion. Each has their own review process in which the University needs to be in compliance.
- The responsibility for creating a diverse and inclusive university comes from everyone – not one person or a committee. The developing of an inclusive university has to be consistently intentional by all members of the university community.

Promising Practices

Relationship with Community

Western Michigan is involved in three different community programs: Season of Forgiveness, Kalamazoo Promise and Kalamazoo RACE Exhibit. The last two programs are staffed. These staff members have been described as tenacious and essential to the progress being made. For the MLK day, instead of having convocation speaker, they co-sponsored with Kalamazoo Northside Ministerial Association, and hosted a public schools students' visitation day. Over 600 secondary schools students from Kalamazoo and three neighboring school districts participated in the Saturday event. Due to a good relationship between the university and Kalamazoo superintendent, administrators and teachers were encourage to also get involve and participate – which they did.

Kalamazoo Promise:

“Kalamazoo became the first city in the United States to provide full scholarships to any public college in Michigan for all graduates who had received their elementary and secondary schooling in the Kalamazoo Public Schools. Since the establishment of the Kalamazoo Promise in 2005, Promise type programs have been initiated in numerous other cities in the U.S. WMU's commitment involves efforts to ensure the success of the Promise scholarship students at WMU and involvement in other programs and projects pertaining to the Kalamazoo School District youth both in the schools and in the community.”⁵ Kalamazoo is one of two school districts in Michigan to increase students and is building two new schools, which hasn't occurred for 37 years.

⁵ From, <http://www.wmich.edu/diversityandinclusion/KalamazooPromise/index.html>

In terms of how this program and the relationship have affected the university, it has changed with who is coming to town to take advantage of the program, though there is not an abundance of jobs in the city. Currently the university has the highest enrollment of Kalamazoo Promise students even larger than the community college. The university is the only one in the state with a coordinator to support the students.

Kalamazoo RACE Exhibit Initiative

"RACE: Are we so Different?" is a powerful, thought-provoking family exhibit, which uses history, science and lived experience, to explore human variation and reveal the reality – and unreality – of race. Through film, still photography, interactive components and programming, the exhibit invites us to explore race as well as the impact of race as an economic, political and cultural construct.

Coordinated by the Western Michigan University Office of Diversity and Inclusion, The RACE Exhibit Initiative is a collaboration of over 50 community organizations of Southwest Michigan providing guidance and expertise for RACE programming and organization. The mission of the RACE Exhibit Initiative is to use the Race Exhibit as a catalyst for community transformation around issues of race in SW Michigan. We seek to create lasting partnerships with and among community organizations in order to organize for social change. In reaching out to the broader public, we will use the themes of the Race Exhibit and other available resources to educate, facilitate, and provide space and opportunity for dialogue about race in local, national, and historical contexts as well as part of our lived experiences."⁶

Scheduling of the exhibit provided a unique opportunity. Back in 2007, the University and partners attempted to schedule the exhibit, and the earliest date was 2010 (October 2010-January 2011). Unlike other communities who have hosted the exhibit, they had significant lead-time to create collaboration, conduct outreach, and create messaging. Zarinah El-Amin Naeem, Community Coordinator and staff member in the University's Office of Diversity of Inclusion said, "The original thought always was the exhibit had to be more than just an experience that just happens in 3 months and leaves. How do we really use the exhibit as a mobilization tool for the community?" They first reached out to community members, who have been involved in this work, then recruited people that are not regulars to diversity training but interested yet needed an extra push.

The members of the collaboration met quarterly since September 2007. The first meeting people came together based on word of mouth. The group formed subcommittees: marketing, community outreach, youth, and education. Later they applied for grant from the Kalamazoo Community Foundation and received a 175,000 gift. The outcomes they hope will occur are relationship forming between the members and organizations and the exhibit will be a mobilization tool and catalyst for deeper work to be an inclusive community. They are hoping to be national model on how their community has come together to work on this initiative.

⁶ From <http://www.raceexhibit.org/>

There have been communication issues but they worked to establish norms of being open, honest, truthful and comfortable with being uncomfortable. Many of the members have stayed for the entire two years developing the initiative. The University coordinator is aware of the power dynamics as one of the biggest employers at the table. Many members have expressed they are pleased the University has taken this leadership role. Issues have come up regarding Western Michigan's role and whether they are being too strong in the process. Ms. El-Amin Naeem shares the reasons these issues are coming up is we are committed to communicating and being transparent.

DIVERSITY TRAINING:

During the period from April 2004 to July 2004, WMU's Council for Institutional Diversity and Multiculturalism met on Tuesdays to begin conversations related to President Judith Bailey's charge in the "State of the University Address." Dr. Martha Warfield and a steering committee organized and identified potential membership for the larger university-wide Council for Institutional Diversity and Multiculturalism in March 2004... Presenters from several diversity-related WMU offices were invited to speak during scheduled meetings. National experts in diversity and multiculturalism were also invited and gave presentations.... It was July 2004 meeting where committee members were asked to sign up for at least one of five subgroups that represented areas of interest for the WMU Diversity and Multiculturalism Action Plan (DMAP).⁷

One of the subcommittees focused on social justice and oversaw the DMAP process continued meeting and now referred to as Committee for Developing Leadership in Diversity, Social Justice and Inclusion (LDSI). Their mission is: "Our mission is to explain the causes and consequences of systemic inequalities that prevent inclusive excellence as represented in decision-making, policy implementation, and curriculum content; and to develop educational processes/opportunities for University constituents to learn about and live out the University's mission regarding diversity and inclusion." One of their goals is to, "To develop and maintain a shared understanding of diversity, multiculturalism, institutional bias, and affirmative action through training and education at every level of the institution."⁸

LDSI researched and participated in several different groups' diversity training. The group selected Crossroads training, which is carried out by a local group, ERACE/CE (Eliminating Racism and Claiming/Celebrating Equality). First, the training was a half-day orientation and then expanded it to 2.5 days with 160 people participating thus far. This training is not required; participation has been mostly word of mouth. Attendees include all the staff and the Vice President from Student Affairs, the Vice President of Business Affairs, as well as people from public safety, health, and students. This program is currently on hold as they launch a learning community this year.

EVERYONE COUNTS

⁷ From DMAP, p. 17.

⁸ From LDSI Annual report, p. 4.

“The Office of Faculty Development and the Office of Diversity and Inclusion have joined together to offer EVERYONE COUNTS, a new project aimed to equip staff, faculty and graduate instructors with skills needed to respond to the growing diversity of our campus. The challenge of diversity is everyone’s responsibility...

From February 2010 to December 2010, three *learning communities* of 8-12 faculty, graduate instructors, and staff will meet twice a month to discuss literature on diversity, share best practices, listen to guest speakers, attend workshops/conferences, and dialogue around challenges and opportunities they face in their work. A major focus will be on the new traveling exhibit, *RACE: Are we so different?* ...

Each participant shall receive a small diversity development fund to create a project that integrates what you learn directly into your work. ...These learning outcomes will be supported, developed and implemented over the course of the yearlong experience and are meant to create meaningful and lasting change on campus. ...EVERYONE COUNTS offers you the opportunity to interact with faculty, staff, and graduate students who share your interest in learning about different cultures, racial justice, diversity, and inclusion. ...EVERYONE COUNTS is fashioned after the *learning community* model because we are creating a supportive space for growth - not to blame or point the finger. All staff and faculty (part-time and full-time) as well as graduate assistants [were] encouraged to apply.”⁹

Three learning communities of 12 people will begin their process on February 3rd. Participants included a letter of support from their supervisor along with their application. One faculty *and* one staff leader will co-facilitate each learning community. Currently, a skeleton curriculum exists so it can be driven by participants and the projects they choose to implement.

Hopefully, an outcome will be that through this process of dialogue and education, action will take place – at a minimum 36 projects. Several DMAP tasks are not implemented yet and hopefully some participants may pursue implementation. The funding for this program came from offices: Office of the Provost and Vice President of Academic Affairs, Vice President of Student Affairs and Vice President of Business Affairs. Obviously it was mentioned the importance of having this level of support from top, especially in the recruiting effort.

⁹ From, http://www.wmich.edu/diversityandinclusion/everyone_counts.html