

INCREASING FACULTY DIVERSITY

WHAT HAVE WE LEARNED ?

CASTING THE NET WIDELY REVISITED

WHERE WE ARE

Casting the Net Widely : General Standards

- **Diversity Liasons**
- **Department Plan for attracting diverse candidates**
- **Networking – meeting diverse candidates and referrals**
- **Postings**
 - All jobs must be posted
 - Create posting for known recruitment outlets for minority /female candidate

WHERE WE ARE

IDENTIFYING CANDIDATES

Diverse postdoctoral fellows

Information sessions to bring in diverse postdoctoral fellows

Seminar series of interest to diverse post doctoral fellows

Considering hiring our own post doctoral fellows

CASTING THE NET WIDELY

Recruiting Candidates

Affirmatively reach out to diverse and underrepresented candidates

Remain aware of competing offers to ensure we are more competitive

IS THIS ENOUGH? CAN WE DO MORE?



20MM Scholarships as well as focused efforts to increase faculty diversity and improve climate



Yale University –
50MM for faculty
diversity

IS THIS ENOUGH? CAN WE DO MORE?

Annenberg (2011-2012 REPORT ON DIVERSITY):

Following the CNW standards does produce some positive results

In the Communication School, three searches in the last two academic years produced

- 3 new tenure-track colleagues,
- All of them faculty of color.

In the Journalism school, five searches for tenure-track and professional practice, produced five new colleagues,

- 2 Faculty of Color
- 1 Woman



WHAT WAS LEFT BEHIND?

Focused Commitment

As simplistic as it may sound, the recognition that a problem exists is really quite important. It is also something that many administrators and members of search committees fail to see.

In order to effect systemic change, academic leaders -particularly, search committees, deans, and provosts -need to be “color conscious.”

Faulty Forum Newsletter 2000



WHAT WAS LEFT BEHIND?

Persistence vs. “fluid participation”

People drift in and out of decision-making processes, and their attention span is limited.

Those who persist have a much better chance of controlling the agenda and achieving their aims.

LONG TERM DIVERSITY LIASONS/ LONG TERM PLANS

WHAT WAS LEFT BEHIND

Focused Commitment

The critique of merit – identify candidates that may not “look like” traditional candidates

Dysconscious racism.

When judgments are made about the qualifications of minority candidates, there is often a predisposition among white members of search committees to look for and favor candidates who are most like themselves—not necessarily racially or ethnically, but in terms of educational background, social skills, values, and behaviors—and to reject those whose education, experience, or research interests deviate from the traditional academic mold. One might say that search committees, without intending to, look for “Afro-Saxons” or “Hispanic-Saxons,” or for versions of Cornel West or Henry Louis Gates.

WHAT WAS LEFT BEHIND



MINORITY NETWORKS

“3 new senior faculty members of color were recruited. None of them was looking for a position. Their recruitment was possible because faculty of color in the search committee were part of academic and social networks of faculty of color at other institutions.”

A common explanation for the lack of minority faculty in universities is that there are too few of them or that they just don't apply. Actually, a more persuasive explanation is that members of most search committees are not aware of the academic networks and intellectual communities that exist among faculty of color

Does your school/department make use of networks formed by faculty of color? [Critical Mass]

WHAT WAS LEFT BEHIND?

CRITICAL MASS/RETENTION

Numerous studies have shown that there is a strong link between recruitment and retention of underrepresented minority faculty. The most significant factor that impacts upon both is critical mass. It is far easier to attract faculty to all institution in where there is an established group of scholars who would constitute an immediate cohort. If there is no such cohort, the institution is vulnerable to the raiding of faculty or the failure of junior faculty to secure tenure. It cannot be underscored enough how important critical mass is to the successful achievement of the goals of increasing and keeping underrepresented minority faculty at USC.

Estela Mara Bensimón (Rossier)

How can we create critical mass ?

Adjuncts/ Part time professors /Visiting Scholars

SENATE WHITE PAPER ON UNDER REPRESENTED MINORITIES (1998)

A directory of top-ranked senior and junior under-represented minority scholars in their discipline should be developed using personal and professional networks, nationally and internationally. Each department should consult and review this directory and its strategic plan

WHAT WAS LEFT BEHIND

(Senate white paper 1998)

Cluster Hires

“Once we determined that we would hire three or more senior faculty members of color, we decided to make it a cluster hire so that all three would be affiliated with the same department. Additionally, we looked for individuals with shared research agendas to foster opportunities for collaboration. “



WHAT WAS LEFT BEHIND?



BIODYNAMIC DIVERSITY vs. SUBSTANTIVE DIVERSITY COMMITMENTS

Mere representativeness vs. a substantive commitment to programming that would attract and sustain faculty of color working in certain areas

(i.e. Institute of Latin American Studies)

Instead of treating departing faculty as creating a “need” in a particular area – ask whether the departure creates an opportunity to re-consider the Department’s focus and move in a direction that would promote diversity efforts . . .

SENATE WHITE PAPER

(1998)

- **Relatively few faculty at the department and school levels have been proactively or actively involved in the recruitment of under-represented minority faculty.**
- **Retention of under-represented minority and women faculty is as much an issue as is recruitment.**

THE SHADOW OF THE LAW

Title VII

No preference based on race

Does not mean ignoring the additional concrete value a candidate can offer in 1) teaching about race; 2) an interest or demonstrated skill in mentoring underrepresented minorities; 3) facilitating diversity initiatives

Candidates do this work once they are hired. Why are we not allowed to consider this work as part of the package when they are hired, provided there is disclosure?