

# **The City University of New York**

Guidelines for

## **Faculty Diversity Strategic Plan**

**Office of Human Resources Management**

**Office of Recruitment and Diversity**

**2012**



## **GUIDELINES FOR FACULTY DIVERSITY STRATEGIC PLAN**

The instructions for the Faculty Diversity Strategic Plan (FDSP) serve as a framework to guide the college on how best to translate the CUNY Diversity Action Plan's goals and strategies into viable actions at the department, school or division level. The FDSP will focus on the specific challenges each institution faces with respect to recruitment, retention, and climate.<sup>1</sup> This guide is intended to provide broad direction and is not a roadmap. It is expected that each institution will develop innovative solutions to address the distinct issues and opportunities that it needs to address to advance diversity and inclusion efforts.

### **OBJECTIVES**

The campus diversity strategic plan shall:

1. Be aligned with the University's Diversity Vision Statement and Diversity Action Plan.
2. Be consistent with applicable laws, CUNY policies, and college governance rules.
3. Be tailored to address the specific needs of the campus.
4. Specify timetable and evaluation measures for each strategy.<sup>2</sup>

### **TIMEFRAME**

The FDSP will be in effect from Fall 2013 to Fall 2018.

### **UNIVERSITY REVIEW OF STRATEGIC PLAN**

The University Office of Recruitment and Diversity (ORD) will assess the FDSP to ensure that all actions address the strategies specified by the campus. Submit the draft FDSP to ORD by May 1, 2013. The final plan is due on August 1, 2013 for implementation beginning on August 28, 2013.

### **PROGRESS REPORTS**

The college diversity council will submit an annual report summarizing progress on the FDSP to the University Office of Recruitment and Diversity by June 1<sup>st</sup>, beginning in 2014.

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<sup>1</sup> For faculty data, consult the college's annual *Affirmative Action Plan*, the *University Affirmative Action Summary Data by College, Ethnicity and Gender*, and the University Office of Human Resource Management *Staff Facts*. For senior colleges, COACHE survey results may be available. Please consult the Office of the Provost or Institutional Research.

<sup>2</sup> Nothing in these guidelines should be construed to establish quotas for any group.

# Faculty Diversity Strategic Plan

FALL 2013 – SPRING 2018

## RECRUITMENT

*OBJECTIVE: To strengthen outreach to diverse candidates.*

Excellence at City University of New York (CUNY) is dependent on the recruitment of exceptional faculty members. To meet national and global challenges, CUNY must recruit faculty representing diversity in all its dimensions, including, but not limited to: race, ethnicity, gender, sexual orientation, age, disability and veterans/military status as well as disciplines and perspectives.

Studies indicate that a diverse faculty strengthens teaching and research by providing students a more productive, creative and innovative learning environment.<sup>3</sup> Researchers point to evidence that supports the positive outcomes of a diverse environment on students' learning. Exposure to diverse people, cultures and ideas challenges broadly held beliefs and helps dispel assumptions by promoting new ways of thinking about questions once thought to have definitive answers.<sup>4</sup>

The recruitment of a diverse faculty is a proactive endeavor and a comprehensive recruitment plan to diversify the applicant pool when conducting faculty searches is essential. An effective process requires building a wider outreach to candidates and includes the direct involvement of department chairs, deans and provost.<sup>5</sup> Networking to build a pool of potential candidates, even in the absence of an available line, is often necessary. Building relationships with the college or national coordinators of programs designed to increase the pipeline e.g. Mellon Mays, is also worthwhile. Faculty efforts to develop a network of contacts at other universities, especially their alma maters, are proven approaches.<sup>6</sup>

The faculty search committee is the core component in hiring talented and diverse faculty. These committees operate through the authority of the college and academic discipline to

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<sup>3</sup> Cedric Herring, "Does Diversity Pay? Race, Gender, and the Business Case for Diversity," *American Sociological Review* 74 (2009); Mitchell J. Chang et al., *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities* (Stanford, CA.: Stanford University Press, 2003); American Association of University Professors "How to Diversity Faculty: The Current Landscape," Washington, D.C. AAUP (2000).

<sup>4</sup> Anthony Antonio et al., "Effects of Racial Diversity on Complex Thinking in College Students", *Psychological Science*, (August 2004).

<sup>5</sup> Darryl G. Smith, "How to Diversify the Faculty," *Academe Online* (September-October 2000); C.S.V. Turner and S.L. Meyers, *Faculty of Color in Academe: Bittersweet Success* (Needham Height: Allyn and Bacon, 2000).

<sup>6</sup> Smith, "How to Diversify," (2000).

select the best candidate.<sup>7</sup> Ensuring that the applicant pool is broadly diverse is a key responsibility of the committee.

To advance the diversification of the professoriate, the campus must support the faculty search committee by engaging in concerted efforts to provide guidance and assistance to committee members. Instituting programs to deepen the faculty's engagement in the effort to recruit diverse candidates will ensure the application of effective practices during searches.<sup>8</sup> Faculty led seminars, similar to *STRIDE* at Michigan University or models from other universities, provide information about diversity research and best practices to support search committees.<sup>9</sup>

It is equally important to address and confront perceptions that may impede the search process. Among the strongest barriers to effective recruitment are the myths about the availability of candidates for faculty positions. This scarcity of candidates supposedly creates a highly competitive market and a preference for better paying academic positions. However, reports indicate many doctoral recipients in the academic job market do not receive appointments.<sup>10</sup> Debunking myths and proactive pool building activities will help dispel these assumptions.

*Sample strategies to support this objective:*

1. Establish linkages with doctoral granting institutions that award significant numbers of Ph.Ds to members of diverse groups to build relationships in the pre or early career stage.
2. Design job descriptions to attract the broadest pool of qualified candidates.
3. Encourage diverse search committees. Include individuals with different perspectives, expertise, and a commitment to engaging in recruitment best practices.
4. Utilize collaborative activities including Visiting Professor exchanges with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Asian American Pacific Islander Serving Institutions (AAPISI), Asian American Native American Pacific Islander Serving Institutions (AANAPIS), John D. Calandra Institute and other sources.

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<sup>7</sup> James Stellar, "Energizing Faculty Search Committees and the Search Process to Increase Diversity" in *The City University of New York Diversity Action Plan*, (2012) Appendix VI, 2.

<sup>8</sup> Anne Gallagher and Cathy A. Trower, "The Demand for Diversity," *The Chronicle of Higher Education*, February 4, 2000.

<sup>9</sup> The University Leadership Council, *Breakthrough Advances in Faculty Diversity Lessons and Innovative Practices from the Frontier* (Washington, D.C.: Education Advisory Board, 2008), 25 -30.

<sup>10</sup> Darryl G. Smith with Lisa Wolf and Bonnie E. Busenberg, *Achieving Faculty Diversity: Debunking the Myths* (Washington D.C.: Association of American Colleges and Universities, 1996), 4.

5. Ensure that, to the extent possible, outreach and recruitment strategies designed to increase the diversity of applicant pools are utilized when filling positions through alternative hiring e.g., substitutes.
6. Incorporate the comprehensive guidelines of ORD's search "tool kit" (expected release date December 2012) into campus search procedures.
7. Communicate with University institutes/centers/programs such as the Asian American/Asian Research Institute, John D. Calandra Italian American Institute, and Dominican Studies Institute to further broaden applicant pools.
8. Support search committee by providing information on best practices, available resources, and research on hidden biases.
9. Identify and publicize successful efforts of campus departments to increase pool of diverse candidates.
10. Partner with the CUNY Latino Recruitment Initiative to identify candidates.
11. Cultivate faculty support for recruiting efforts by instilling accountability among academic departments.

## **RETENTION**

Objective: To retain faculty and maximize the likelihood of tenure and promotion.

It is critical that the colleges not only recruit diverse faculty members but also support their retention by addressing concerns about career development including tenure and advancement issues. Providing a supportive workplace requires college policies and practices that value, encourage and welcome scholarly as well as teaching and service contributions made by the faculty.

The departure of faculty without tenure or prior to promotion is a significant loss that earlier intervention such as mentoring programs can address. The overall impact of turnover is high and often negative, including financial costs and intangible costs such as low morale. Among the measurable expenses are the costs of processing faculty separations and the replacement costs, including advertisement, interviewing and orientation of new faculty.<sup>11</sup>

High rates of turnover may explain why efforts to diversify faculty stall and indicate that newly hired members of underrepresented groups are merely replacing faculty who left the institution.<sup>12</sup> The faculty attrition also may contribute to the perception that the college's commitment to diversity is

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<sup>11</sup> Society for Human Resource Management (SHRM), *Cost of Turnover*. Alexandria, Virginia (2004).

<sup>12</sup> Jeffrey F. Milem et al., *Making Diversity Work on Campus: A Research-Based Perspective* (Washington D.C.: Association of American Colleges and Universities, 2005), 22 -25.

not very deep and increase the difficulties of recruiting diverse faculty.<sup>13</sup> Another unfortunate consequence is the professional exit of promising scholars.<sup>14</sup>

Work/life issues impact retention and may disproportionately affect the academic careers of women and other underrepresented faculty. The CUNY *Diversity Study* summarizes issues that underrepresented faculty cited during focus groups that may negatively impact their professional development and retention, including greater demands to serve on committees and mentor students and the absence or limited collegial interaction within departments or on campus. The *Study* notes the need to create a more inclusive climate to encourage faculty to remain at the University.<sup>15</sup> Providing opportunities to participate in interdisciplinary research can lessen isolationism and foster greater collegiality.

#### *Suggested strategies to support this objective*

1. Create innovative mentoring programs for untenured faculty which include the essential component of ongoing evaluation measures that foster continued professional development.
2. Encourage untenured faculty to participate in the University sponsored Faculty Fellowship Publication Program with its enhanced focus on mentoring to support ongoing activities that promote networking and a sense of community.
3. Develop phased orientation program for newly appointed faculty which includes delineation of what one needs to accomplish to earn tenure and promotion.
4. Use Higher Education Resource Consortium (HERC) resources to help candidates resolve dual career concerns.
5. Develop collaborations among CUNY campuses that further professional and personal growth opportunities for faculties
6. Promote development and excellence of college teaching by ensuring the Centers for Teaching and Learning cover diversity topics such as the inclusive classroom.
7. Identify external funding sources to support faculty professional development e.g. ADVANCE (Advancement of Women in Academic Science and Engineering Careers) or RCMI (The Research Centers in Minority Institutions).

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<sup>13</sup> Stellar, "Energizing Faculty Committees" (2012), 3.

<sup>14</sup> A. E. Preston, *Leaving Science: Occupational Exit from Scientific Careers*. New York: Russell Sage Foundation (2004).

<sup>15</sup> CUNY *Diversity Action Plan*, Appendix III (2012), 4.

## IMPROVE CLIMATE

*Objective: The college will foster a welcoming and inclusive environment for all faculty.*

Climate describes the culture, habits, decisions, practices and policies that make up campus life.<sup>16</sup> By offering a supportive climate that is welcoming and values the contributions of all its members, colleges will retain faculty members as they progress through their careers.

Surveys have identified micro-inequities, subtle and unintentional actions that may make underrepresented faculty feel isolated, marginalized or undervalued, as a leading cause of faculty dissatisfaction. These complex and nuanced issues reflect a lack of inclusion and serve as obstacles to a hospitable climate, particularly in departments with limited representation.<sup>17</sup> Research suggests that the perception of an inhospitable environment influences faculty attrition. Also, numerical representation does not automatically create a welcoming environment. Changing the context and quality of life on campus must accompany the increase in the number of diverse faculty.<sup>18</sup>

*Suggested strategies to support this goal:*

1. Create and support opportunities that facilitate dialogue and engagement among faculty.
2. Institute initiatives that expand and support collaboration on diversity issues between academic departments and campus wide offices, i.e., student and academic affairs.
3. Ensure that information about work/life benefits and services available on campus or through the University are widely communicated e.g., distribute information about Corporate Counseling Associates (CCA), free resources and support for those balancing work with child-care or elder-care responsibilities.
4. Encourage faculty to develop diversity initiatives and programs designed to improve campus climate.
5. Encourage faculty to participate in University programs designed to support professional development e.g. Diversity Projects Development Fund and Faculty Fellowship Publication Program.

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<sup>16</sup> W.B. Harvey, "Faculty Responsibility and Tolerance," *Thought and Action* 7 (1991).

<sup>17</sup> Smith, "How to Diversify Faculty," (2000), 2 and Caroline Sotello Viernes Turner, "Women of Color in Academe: Living with Multiple Marginality," *Journal of Higher Education* 73, No. 1 (2002).

<sup>18</sup> S. Cho, "Confronting the Myths: Asian Pacific American Faculty in Higher Education", *Ninth Annual APAHE Conference Proceedings* (1996).

6. Utilize CUNY resources to learn about issues impacting diverse groups. These resources include, but are not limited to, Center for Lesbian and Gay Studies, Asian American/Asian Research Institute, John D. Calandra Italian American Institute, Dominican Studies Institute, and the numerous Women's Centers.



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