

The City University of New York

Building on a Strong Foundation:

A Strategy for Enhancing CUNY's Leadership in the Areas of
Faculty Diversity and Inclusion

Diversity Action Plan

**Office of Human Resources Management
Office of Recruitment and Diversity**

2012



[Revised September 2014]

Background

I. The City University of New York's Commitment to Diversity

Since its origins as an institution to serve “the children of the whole people,” controlled “not by the privileged few, but by the privileged many,” and established through a vote of the people of New York City, The City University of New York (CUNY) has had a commitment to diversity and inclusion. CUNY has historically offered a high-quality education to a diverse student body, and its academic priorities and programs reflect its commitment to serve an increasingly diverse population of New Yorkers.

The University's commitment to diversity is posited on the following principles:

1. Engendering values and implementing policies that enhance respect for individuals and their cultures promotes excellence and an inclusive educational experience;
2. Diversifying the University's workforce strengthens the institution, encourages the exchange of new ideas, and enriches campus life;
3. Cultivating diversity and combatting bigotry are an inextricable part of the educational mission of the University; and
4. Fostering tolerance, sensitivity, and mutual respect throughout CUNY is beneficial to all members of the University community.

As the nation's leading urban public university, the University embraces a set of core values: an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds and support a world-class faculty. These values enhance the University's fundamental mission of teaching, research, and service.

Consistent with the mandate of the New York State Education Law “to provide access to higher education for all who seek it,” the University endeavors to “continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes.”

In addition to implementing federal, state, and local regulations, the University has expanded its traditional adherence to the concept of non-discrimination by affirming its commitment to diversity, equity, and inclusion. This commitment is evidenced in numerous resolutions of the Board of Trustees resolutions and CUNY's Master Plans.

Diversity and inclusion promote the exchange of ideas and knowledge, scholarly discourse, and community engagement. Simply put, diversity helps the University provide a richer learning

experience for students, a better teaching and researching experience for faculty, and a more productive working experience for staff.

II. The University’s Diversity Accomplishments

A. Faculty Demographics

CUNY’s success in meeting its commitment to diversity is evidenced through faculty and student demographics. Its efforts to provide equal access, employment, and learning opportunities to members of all ethnic and racial groups and both sexes have been rewarding.

From 1990 to 2010, notable positive changes have occurred in the gender, ethnic, and racial composition of the faculty. These quantitative results are highlighted below:

TOTAL FULL-TIME FACULTY BY YEARS: 1990, 2000, and 2010
(includes substitute and visiting faculty)¹

	<u>1990</u>	<u>2000</u>	<u>2010</u>
	%	%	%
Male	62.8	57.3	52.5
Female	37.2	42.7	47.5
Total Minority			
	21.0	26.2	32.3
Black	11.6	12.4	12.7
Hispanic (incl. Puerto Rican)	5.1	6.8	8.8
<i>Puerto Rican</i>	2.5	2.6	2.6
<i>Hispanic (excl. Puerto Rican)</i>	2.7	4.2	6.2
Asian/Pac. Isl.	4.2	6.7	10.6
Am. Ind./Al. Nat.	0.0	0.2	0.2
White	73.6	67.5	61.8
Italian American	5.4	6.3	5.9

The representation of underrepresented minority groups has increased considerably over the past two decades. In fact, among the 100 largest U.S. university systems, CUNY ranks No. 8 in minority faculty representation and No. 15 in female faculty representation.²

¹ CUNY Office of Human Resource Management/Recruitment and Diversity, Affirmative Action Summary Data by College, Ethnicity and Gender, Fall 1990, 2000 and 2010.

² CUNY Office of Institutional Research and Assessment analysis of IPEDS institutional data queried from the IPEDS Data Center.

B. Student Demographics

The percentage of almost every underrepresented group has increased significantly over the past 20 years. Among the 100 largest U.S. university systems, CUNY ranks No. 7 in minority student representation and No. 15 in representation of women.³

TOTAL UNDERGRADUATE and GRADUATE ENROLLMENT BY YEARS: 1990, 2000, and 2010⁴

	<u>1990</u>	<u>2000</u>	<u>2010</u>
	%	%	%
Male	39.1	37.1	40.3
Female	60.9	62.9	59.7
Total Minority			
	60.7	67.2	69.9
Black	29.8	29.8	25.4
Hispanic (incl. Puerto Rican)	20.1	23.7	27.1
Asian/Pac. Isl.	10.6	13.5	17.1
Am. Ind./Al. Nat.	0.2	0.2	0.3
White	39.3	32.8	30.1

³ CUNY Office of Institutional Research and Assessment analysis of IPEDS institutional data queried from the IPEDS Data Center.

⁴ CUNY Office of Institutional Research and Assessment (www.oira.cuny.edu).

This increase coincides with a dramatic surge in enrollment, particularly undergraduate enrollment, during the same period.

TOTAL NUMBER OF UNDERGRADUATE AND GRADUATE ENROLLMENT BY YEARS: 1990, 2000, and 2010⁵			
	<u>1990</u>	<u>2000</u>	<u>2010</u>
Undergraduate	174,165	167,969	228,484
Graduate	26,463	27,434	33,837
TOTAL	200,628	195,403	262,321

C. Establishment of the Office of the University Dean for Recruitment and Diversity

The University established the Office of the University Dean for Recruitment and Diversity in 2007 to advocate for diversity and inclusion issues, provide active oversight and coordination of these areas, and to encourage and support diversity efforts across the University.

This office has led and supported major University initiatives, including Inclusive Excellence and the recent Faculty Diversity Study.

D. University-wide Diversity Initiatives

The University is particularly proud of its successful diversity initiatives, including the Faculty Fellowship Publications Program (FFPP), Diversity Projects Development Fund (DPDF), Black Male Initiative, Latino Faculty Recruitment Initiative, and Decade of Science initiative.

Faculty Fellowship Publications Program (FFPP)

The FFPP supports the efforts of new faculty to achieve tenure and promotion by offering nontenured faculty the opportunity to work with senior faculty from across the University who serve as writing facilitators and mentors. The program also enables participants to provide each other with constructive criticism, support, and encouragement during the writing process. Sponsored by the University Office of Recruitment and Diversity in the Office of the Vice Chancellor for Human Resources Management, this initiative is part of the University's commitment to increasing diversity in the professoriate. Over the last 10 years, nearly 500 faculty members have participated in the program.

Diversity Projects Development Fund (DPDF)

⁵ CUNY Office of Institutional Research and Assessment (www.oira.cuny.edu).

The Diversity Projects Development Fund provides support for educational projects, scholarly research, and creative and professional activities that promote diversity, multiculturalism, and excellence. Since its inception in 2001, nearly 300 awards have been granted, with an average grant amount of \$3,500.

Black Male Initiative (BMI)

In 2005, the University created a Black Male Initiative (BMI) based on program models at Medgar Evers College. This program funds projects throughout the University that are designed to increase the enrollment, retention, and graduation rates of students from groups that are severely underrepresented in higher education, including African, African American/Black, Caribbean, and Latino/Hispanic males. Although targeted to underrepresented males, projects do not discriminate and serve as models for improving educational outcomes for all students. With the support of grants from the New York City Council, CUNY BMI has funded campus projects that focus primarily on outreach and mentoring to improve recruitment and retention. In addition to campus efforts, there is an annual CUNY-wide BMI conference that features nationally recognized experts on improving educational outcomes.

Latino Faculty Initiative

In fall 2006, Chancellor Matthew Goldstein established the CUNY Latino Faculty Initiative to strengthen CUNY's outreach and recruitment efforts within the Latino community in higher education. The project is focused on the following areas:

- Faculty recruitment
- Faculty retention
- Strengthening the CUNY pipeline
- Support for leadership development
- Recruitment of outstanding scholars
- Support for Puerto Rican, Latina/o, Caribbean, and Latin American Studies

This Initiative has made great strides in attracting high-performing Latino faculty to CUNY. In the process, it has identified a number of best practices in the areas of faculty recruitment, faculty retention, and pipeline strategies. The expertise gained from this initiative offers instructive models for improving recruitment in many extremely competitive disciplines.

Decade of Science Initiative

The City University of New York designated the years 2005 to 2015 the "Decade of Science," renewing its commitment to creating a healthy pipeline to science, technology, engineering, and math fields by advancing science at the highest levels, recruiting talented faculty, training students to teach in these areas, and encouraging young people, particularly women and minorities, to study in these disciplines. The initiative has spotlighted CUNY women scientists through a "Breaking Boundaries in Science Research" outreach effort, which highlights their pioneering research in cutting-edge areas of applied and basic science.

III. Moving Forward: Diversity Study

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to remain an innovative diversity leader among institutions of higher education. To support this goal, Chancellor Goldstein commissioned a Diversity Study Steering Committee (DSSC)⁶ to oversee the University's faculty diversity study. The DSSC worked with Jennifer S. Rubain, dean for recruitment and diversity, and Cambridge Hill Partners, a consulting firm with many years of experience in the areas of diversity and strategic innovation in higher education.

To examine recruitment, retention, and accountability challenges and opportunities within the University, Cambridge Hill Partners undertook the following activities:

- Interviewed trustees, members of the chancellery, presidents, provosts, deans, faculty, affirmative action officers, HR directors, labor designees, and directors of institutes/centers/initiatives;
- Facilitated working group sessions with faculty and representatives from campus HR and diversity offices;
- Conducted focus groups based on identity: African-American/Black, Asian, White, Lesbian/Gay/Bisexual/Transgender, Hispanic/Latino(a), individuals with disabilities, Italian American, men and women;
- Held discussions with deans and provosts;
- Reviewed and analyzed University employment data;
- Moderated strategy sessions in each of the five boroughs;
- Debriefed campus participants in the University's Inclusive Excellence Initiative;
- Conducted external best practice interviews with representatives from higher education institutions;
- Reviewed articles and reports on diversity best practices; and
- Analyzed data from the CUNY Faculty Diversity Climate Survey.

At the end of the process, a Diversity Study Report was submitted to Chancellor Goldstein. The report concluded that the University had made significant accomplishments of which it should be proud. The report also recommended that in order for the University to remain a leader in faculty diversity and inclusion, it should re-focus its attention on vision, leadership, recruitment, climate and retention, and accountability, with a specific focus on resource allocation and innovative programs.

Chancellor Goldstein recognized that a University Diversity Action Plan was needed to build upon the study's recommendations and charged an Ad Hoc Committee on Strengthening Faculty Diversity⁷ with that task. The committee's plan sets forth strategies based upon nationally recognized best practices to help the University and its colleges and faculty work towards aligning diversity goals with

⁶ See Appendix I for the list of committee members.

⁷ See Appendix II for the list of committee members.

governance rules. For example, given the importance of the faculty search committee in determining who is ultimately selected for an open position, this plan recognizes that faculty search committees are central to the academic enterprise and are best able to support the plan's goal of increasing faculty diversity.

The Diversity Action Plan below was developed with the broad objective to sustain and enhance the University's standing as a national model for diversity.

IV. Diversity Action Plan: Goals and Strategies

The City University of New York has a proud heritage of pluralism, both in its student body and faculty ranks. The University's progress is clear; the University-wide data is compelling. The Diversity Action Plan builds upon this foundation so that CUNY may continue as a national leader in faculty diversity and inclusion among institutions of higher education. Sustaining a community in which diversity influences all levels is a continuous process requiring a comprehensive approach focused on activities that will reap the largest return.

The plan focuses on five principles:

- A. Establish a Vision
- B. Encourage Proactive Leadership
- C. Strengthen Recruitment
- D. Improve Climate in Support of Retention
- E. Delineate Accountability

A. Establish a Vision

CUNY must remain a leader among institutions of higher education in faculty diversity. This vision for diversity and inclusion will be widely communicated and embedded in CUNY's Master Plan.⁸ All activities detailed in this plan are designed to support this vision and will be measured by the degree to which they impact the vision.

B. Encourage Proactive Leadership

Proactive leadership at every level of the University is critical to meeting the goals set forth below. This plan recognizes that leadership must come from presidents and senior administrators as well as the faculty since professorial hiring decisions are most often made at the department level. Also, the University recognizes that the environment within an academic department strongly influences whether or not a junior faculty member, particularly one from an underrepresented group, feels welcomed and included.

⁸ See Appendix III for the CUNY Diversity Vision Statement.

GOAL: The University will provide strong leadership for diversity and inclusion.

Strategies to support this goal:

1. The chancellor has appointed an Advisory Committee on Strengthening Faculty Diversity (ACD) to monitor the implementation of the University's Diversity Action Plan. This committee is composed of trustees, the chancellor, presidents, a faculty representative, and a student representative.
2. The University Affirmative Action Committee will be renamed and reconstituted. The new body will be the University Advisory Council on Diversity and will be charged with advising the vice chancellor for human resources management and the university dean for recruitment and diversity on ways to deepen the University's commitment to creating and sustaining an inclusive community. The council will facilitate system-wide exchanges of information, strategies, and recommendations relating to climate, recruitment, retention, and success metrics. The council will be composed of faculty, staff, and administrators from around the University. A student representative will also be included.
3. The chancellor will engage presidents in moving toward a new model of faculty recruitment and retention focused on diversity and inclusion instead of just headcount. This includes discussions on climate and culture, practices and policies that support a sense of belonging for all faculty, and acknowledgement of presidents who increase retention efforts and diversify the faculty.
4. As part of the Performance Management Process, the chancellor will request that each president submit a Strategic Diversity Plan for her/his campus that identifies specific activities that will be undertaken to increase faculty diversity and foster inclusion.
5. Subject to campus Strategic Diversity Plans, the chancellor will assess the need to provide supplemental resources to help the colleges recruit and retain faculty who contribute to the diversity of the institution.

GOAL: The presidents, provosts, and deans will provide strong leadership for diversity and inclusion.

Strategies to support this goal:

1. The presidents will revitalize campus diversity committees in order to design and implement the Strategic Diversity Plans; to advise the president on all matters and issues of diversity; to facilitate and promote ongoing opportunities for public discussion related to diversity; to promote educational programs to reflect pluralistic values and goals; and to report annually to the University Office of Recruitment and Diversity on the work of the committee and the progress made toward fostering diversity throughout the college.
2. Provosts and/or deans will be charged with working collaboratively with the campus diversity officers to reinforce the need for diversity among the faculty. The success of this collaboration will be reviewed in campus performance evaluations.

C. Strengthen Recruitment

Excellence at the University is dependent on the recruitment of exceptional faculty members. The faculty search committee is the core component in hiring a talented and diverse faculty. These committees operate through the authority of the college and academic discipline to select the best candidate. However, presidents, provosts, and deans must engage these committees to ensure that they utilize the most effective search practices.

GOAL: The University, presidents, provosts, and deans will provide support to faculty search committees and recruitment efforts.

Strategies to support this goal:

1. The University will establish a Scholar-In-Residence Program to attract outstanding scholars whose research, teaching, or service will contribute to diversity at The City University of New York. Special effort will be made to collaborate with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (AANAPIs), and the international higher education network of the Calandra Institute.
2. The University will establish a Postdoctoral Fellowship Program to offer postdoctoral research fellowships, faculty mentoring, and eligibility for hiring incentives to outstanding scholars in all fields whose research, teaching, or service will contribute to increasing diversity at The City University of New York.
3. The University Office of Recruitment and Diversity will develop a search “tool kit” to provide a comprehensive set of guidelines for faculty searches. A tool kit will also be developed to outline creative options to attract, recruit, and hire diverse faculty.
4. The University Office of Recruitment and Diversity will support the efforts of campus diversity officers by instituting trainings on such topics as effective practices for search committees.
5. Provosts and deans will work with departments to broaden job descriptions in order to attract the widest range of qualified candidates possible.
6. Presidents will ensure that campus diversity officers meet with search chairs early in the search process to develop a plan for “pool-building” activities, e.g., contacting colleagues in the field who train graduate students in that discipline.⁹
7. Presidents will charge provosts and/or deans with encouraging departments to create diverse search committees, composed of individuals who have technical expertise in the discipline and a

⁹ See Appendix IV for more information on energizing search committees.

detailed understanding of the open position. Provosts should also clarify their role in meeting with the finalist(s) in accordance with the campus governance plan.

8. In consultation with the presidents, the chancellery will develop a plan to leverage existing institutes/centers/programs such as the Asian American/Asian Research Institute, Calandra Institute, and Dominican Studies Institute to further strengthen efforts to diversify the faculty.

D. Improve Climate in Support of Retention

It is critical that the University not only recruit diverse faculty members but also create an environment that supports their retention. By offering a supportive climate that is welcoming and values the contributions of all its members, the University will retain faculty members as they progress through their careers.

GOAL: In conjunction with the campuses, the University will endeavor to foster a welcoming and inclusive environment.

Strategies to support this goal:

1. The University will sponsor a competition to recognize departments that create innovative mentoring programs for junior faculty. These programs should include the essential components of an effective mentoring program, such as ongoing evaluation and assessment measures that foster continued development.
2. The Faculty Fellowship Publication Program's focus on mentoring will be enhanced to support ongoing activities that promote networking and a sense of community.
3. Because work/life issues impact retention and may disproportionately affect the careers of academic women, the University will ensure that work/life benefits and services are widely communicated. For example, the University, through its relationship with Corporate Counseling Associates (CCA), offers free resources and support for those balancing work with child-care or elder-care responsibilities.
4. The University will develop an "Inclusive and Respectful Workplace" training program for the campus diversity officers. To develop participants' diversity leadership skills, this train-the-trainer program will address cross-cultural communication; managing diverse departments; and understanding commonalities and differences of perspectives and experiences that may be affected by race/ethnicity, gender, sexual orientation, disability, and other social identities. The campus diversity officers will be expected to use the information learned to conduct workshops on their campuses.
5. The University Office of Recruitment and Diversity will institute an electronic exit interview program to gather substantive information about why faculty members leave CUNY. This information will be shared with the campuses and used to determine whether diversity initiatives could make a difference in reducing attrition.

E. Clearly Delineate Accountability

Accountability measures are critical to meeting the goals of the Diversity Action Plan and have been included throughout the plan. The following will further ensure accountability for success in meeting goals.

GOAL: To provide reports on progress toward Diversity Action Plan goals.

Strategies to support this goal:

1. The University Office of Institutional Research will work with the University Office of Recruitment and Diversity to develop metrics and design reports to show data on rates of tenure and promotion, time to tenure and promotion, and turnover.
2. Ongoing reports comparing CUNY's progress against peer institutions will be released periodically.

INITIATIVES THAT SUPPORT ALL GOALS AND STRATEGIES

- The Office of Recruitment and Diversity will investigate and share external grant opportunities and funding that may enhance faculty diversity and provide support throughout the University.
- In consultation with the Office of the Chancellor, the University Office of Recruitment and Diversity will organize a biannual diversity conference beginning in spring 2013 that will provide a forum for faculty from across the academy to share research and learn best practices in the area of diversity and inclusion.

Appendix I:
Diversity Study
Steering Committee

Diversity Study Team

Diversity Study Steering Committee (DSSC)*

Chair

Ms. Joyce Moy, JD

Executive Director of the CUNY Asian American/Asian Research Institute

Members

Mr. Curtis Kendrick

University Dean for Libraries and Information Resources

Professor Peter Lipke

Chair, Department of Biology

Brooklyn College

Professor Gustavo Lopez

Department of Chemistry

Lehman College

President Tomás Morales

College of Staten Island

Professor Lisandro Pérez

Chair, Department of Latin American and Latina/o Studies

John Jay College of Criminal Justice

President Lisa Staiano-Coico

The City College of New York

Professor Clarence Taylor

Mildred and George Weissman School of Arts and Sciences

Baruch College

Dr. Arlene Torres

Director of CUNY Latino Faculty Initiative

Associate Professor of Africana, Puerto Rican and Latino Studies, Hunter College

Professor Cathy A. Trower (consultant)

Graduate School of Education

Harvard University

President Carolyn Williams

Bronx Community College

*Vice Chancellor Gloriana Waters (Office of Human Resources Management) and University Dean Jennifer Rubain (Office of Recruitment and Diversity) assisted both committees.

Cambridge Hill Partners

Dr. Mary Grace Duffy

Partner

Ms. Janet Baker

Senior Research Analyst

Mr. Edward Hudner

Partner

Mr. Wilbur Herrington

Senior Consultant

Ms. Jane Tuohy

Partner

Ms. Julia Ojeda

Organizational

Development Consultant



Appendix II:
Ad Hoc Committee
on Strengthening
Faculty Diversity

Diversity Action Plan Team

Ad Hoc Committee on Strengthening Faculty Diversity*

Co-Chairs

Honorable Valerie Lancaster Beal
Board of Trustees

President Marcia Keizs
York College

Members*

Honorable Philip Berry
Vice Chair, Board of Trustees

Honorable Wellington Chen
Board of Trustees

Honorable Rita DiMartino
Board of Trustees

Senior Vice Chancellor Jay Hershenson
University Relations and Secretary of the Board of Trustees

President Lisa S. Coico
The City College of New York

Provost James Stellar
Queens College

Professor Calvin Holder
Faculty Senate Rep.
Department of History, College of Staten Island

Mr. Cory Provost
Student

*Vice Chancellor Gloriana Waters (Office of Human Resources Management) and University Dean Jennifer Rubain (Office of Recruitment and Diversity) assisted both committees.



Appendix III: CUNY Diversity Vision Statement

THE CITY UNIVERSITY OF NEW YORK
Diversity Vision Statement

The City University of New York has long been recognized as one of the most diverse university systems in the nation. The University aims to enhance its national standing by continuing to build a diverse community that enriches its academic environment.

The University's unwavering commitment to serving students, its insistence on academic rigor, and its support of world-class faculty guide its work to foster and promote an ever more diverse community of students, faculty, and staff. This pluralistic community is fundamental to the exchange of ideas and knowledge, scholarly discourse, and the engagement of the University's constituencies.

The University respects individuals while acknowledging the differences among them. These differences include, but are not limited to, race, national origin, ethnicity, religion, age, gender, sexual orientation, gender identity, disability, and socioeconomic status. However, to create a vibrant academic, intellectual, and cultural environment for all, the University must move beyond representation to genuine participation. Thus, the University seeks to develop a community that is inclusive of all individuals and groups. Given CUNY's long history of proactive support for diversity and inclusion, it is uniquely positioned to build upon that strong foundation and serve as a national leader and model, exemplifying the benefits that accrue when diversity and inclusion are integral components of an institution's educational philosophy and core mission.



Appendix IV: Energizing Search Committees

Energizing Faculty Search Committees and the Search Process to Increase Diversity

Provost James Stellar
Queens College

As discussed in several places in the Cambridge Hill Partners' Diversity Study report, the faculty search committee is the core component in hiring a more diverse faculty. Faculty search committees operate through the authority of the discipline and with the traditional academic freedom to select the best candidate in that discipline. Those factors may make it challenging for other broad institutional goals, such as encouraging diversity, to enter the process.

The institutional and departmental context for the faculty search committee matters a great deal. The committee and its chair must be advocates for diversity. Increasing diversity requires some different elements from the traditional search process and more effort on the part of the department and search committee. Energizing the faculty search committee begins well before the search with discussions of the issues, training, and orientation on effective practices in faculty searches and diversity, and the development of a shared understanding of the importance of faculty diversity to the broader college and university communities.

Within this context, traditional charges to the faculty search committee can then be made without creating what can otherwise be seen as another legalistic hurdle that must be surmounted in order for the committee to do its work.

Energized faculty search committees depend upon a number of factors:

- *Clear charge.* Building on the commitment of the institution, a clear, consistent charge should include discussion of specific issues, including the nature of permitted pool-building activities, how the chair or members of the search committee may help increase the diversity of the applicant pool by networking with colleagues, and other activities of concern to the committee and its members.
- *Correct composition.* The chair must select the search committee carefully. High standards must combine with strong commitment. To borrow a phrase from business literature, one needs "the right people on the bus." Departments that routinely use their elected "appointments" committees as the search committee should know that it is permissible to ask colleagues to join in the screening and interview process.
- *Pool building by outreach, not just advertisement.* The search committee must go beyond placing advertisements and waiting for applicants, even if many candidates apply. The chair or senior member(s) should actively reach out to hidden pools by calling colleagues in the field who train graduate students/postdoctoral fellows, using available lists to reach out to some potential candidates to ask them to apply, and taking other proactive steps to build the pool.
- *Introduction to other diverse faculty and students during interview visit.* When candidates from diverse backgrounds visit the institution, it is important to introduce them to students and faculty from

similar backgrounds and professional interests. It builds community, improves candidates' sense of the place, and allows for conversations that candidates may not have with anyone on the search committee. These introductions do not replace any element of the campus visit that every other candidate receives but help to show diverse candidates the community that exists on campus.

- *Search funding.* If a search feels poor, it tends to act poor. Severe limitations on the ability to travel to conferences, fly in candidates, etc. can undermine the search and must be addressed. It is the administration's job to adequately fund the search process.

- *Salary and benefits.* A basic law of economic supply and demand is that a person who is in demand is more expensive. It may be necessary to pay a slightly higher salary or offer some other benefit (e.g., travel) to attract sought-after candidates. This is a particular challenge for a transparent public university. However, the practice is no different than that currently employed in hard-to-fill disciplines.

- *Mentoring after hiring.* Too many new faculty members are left without intellectual and moral support after they are hired. Nothing so quickly undermines an institutional goal to diversify the faculty than the departure of recently hired faculty members who were not energized by the institution.

The energized search committee operates within the context of the institution. Three key institutional factors are:

1. **Diverse faculty population.** The first thing diverse faculty candidates look at—even before they apply for a position—is whether they are the only diverse faculty member in the unit. If there are no other faculty members like themselves in the unit, the institution may want to consider the possibility of hiring two talented and diverse candidates at the same time. This offers a support system and prevents the feeling of isolation that impacts retention.
2. **Diverse student population.** If the student body is not diverse, it may be harder to convince faculty candidates from under-represented groups to apply to the campus or accept an offer.
3. **Strong support for relevant research centers.** New scholars often examine the leadership of campus centers that address issues of inclusion. Are they scholars? What kind of space and staff support do these programs or centers have? How vigorous is their presence on campus?

Some other factors that relate to searches are:

- *The use of substitute lines.* Substitute lines often result in smaller applicant pools, fewer efforts to advertise and market the position, and possibly fewer exceptional candidates compared with a national search. The use of substitute lines should be limited to emergency situations. When substitutes are in the pool of a nationally advertised search, there may be a tendency to favor the person already doing the job.

- *Isolation.* This factor deserves repeating. If there is no diverse representation in a department, consider making two talented and diverse hires at once to create that community or a joint appointment with a more diverse department. Isolation is a significant impediment to a faculty member's feeling

included, and concrete steps must be taken to ensure faculty have opportunities to make linkages that will encourage retention.

- *Strong partnership between the diversity office and the academic leadership.* Without this partnership, department search committees may treat the diversity requirement as a legalistic obligation instead of a real opportunity to hire the best candidate. The provost, dean, and department chair must be involved, knowledgeable, and committed to an inclusive search. The president sets the goals/tone and must do so clearly, but the entire academic leadership team must accept accountability and work closely with the campus diversity officer.
- *Retention of a diverse faculty.* The loss of a faculty member not only requires a new search but also contributes to the impression that the institution does not genuinely care about diversity, which makes recruitment more difficult.
- *Target-of-opportunity hires to promote diversity.* Sometimes a department may identify an outstanding candidate but does not have an open faculty line. If the department, provost, and president agree that the candidate should be hired, the campus diversity officer may request a search waiver from the university in order to hire the candidate without a formal search. Although these waivers are rarely given, colleges should consider them when a target-of-opportunity hire presents itself. A successful waiver can set a positive example to faculty search committees. However, the process should be used sparingly and only for truly exceptional hires. Having a few target-of-opportunity hires can change the campus climate, encourage departments to propose searches in areas where diverse candidates exist in higher numbers, and inspire faculty search committees to try harder to achieve diversity through their own searches.