

Diversity Plan Ideas for Deans



How to Create a Diversity Plan for your school/college

1. Make a comprehensive list of the ways your school/college includes diversity.
2. Review the suggestions below and decide on two or three activities that could reasonably be added to your college over the next year and create a timeline for implementation.
3. Decide on one “stretch” activity that will challenge your college and develop a timeline for implementation.
4. Designate two or three departments to develop a departmental diversity plan for the coming year.

Ways to Improve Diversity in Your School/College

- Make the creation of an equitable climate a priority for you, and demonstrate it by public statements and personal behaviors.
- Add a diversity section to Chair Evaluations and the Faculty Activity Report.
- Create Diversity Designate(s) for your school/college to learn strategies for diversification of candidate pools in faculty searches. Trained by the Faculty Diversity Office, this designate can disseminate information to all search committee in your school.
- Track all data concerning faculty by race and sex and make the information available to your school/college.
- Publish an annual report that evaluates the progress and problems concerning women and people of color (both faculty and students), and the progress of implementing the diversity plan.
- Use ACES Departments and activities to begin implementation of your diversity plan.
- Faculty Development Initiatives
 - Diversity & Chilly Climate; Mentoring; Awards & Acknowledgement; Conferences/Workshops
- Make diversification (of curricula, of faculty, and of students) a priority for your department chairs and their faculty and evaluate their efforts.
- Ask departments to evaluate curricula to include diversity of scholarship, opinion, or aspects that involve women or people of color.
- Use all available resources to discuss ways to diversify your department, and/or serve your women faculty and faculty of color. (Office of Equal Opportunity and Diversity, Senate Committee on Women; Senate Committee on Minorities, Resource Equity Committee, Academic Careers in Science and Engineering (ACES)).

Use ACES Departments & Activities

Those departments that have participated in the ACES program can be used to spread the research behind the NSF Advance program within the school/college. Chairs and faculty from the ACES pilot departments can discuss best practices and ways of initiating departmental change throughout your school/college.

1. Distinguished Lectureships
 - a. Acknowledge the departmental host on securing the lectureship.
 - b. Attend lectures, or offer to introduce the lecturer.
 - c. Identify lecturers that may present opportunities for hiring senior women and people of color.
 - d. Solicit suggestions from lecturers for improving the culture in the school/college.
2. Opportunity Grants
 - a. Note number awarded in school/college and include in reports/updates about your school/college.
 - b. Provide additional resources to the department for the recipient after the end of the grant.
3. Coaching
 - a. How can this be institutionalized after the grant? Develop a formal mechanism to coach faculty from assistant to full professor? (Leave mentoring to junior faculty as part of their pre-tenure activity?)
4. Search Committee Support
 - a. Communicate the importance of using the entire equal opportunity and affirmative action phrase in position announcements. (“In employment as in education, Case Western Reserve University is committed to equal opportunity and world class diversity.”)
 - b. Add the line about the NSF-ADVANCE grant to your ads and website ads for department openings, if it is an NSF fundable department.
 - c. Encourage Search Committees to include an outside person (especially if there are no women available to serve) or your school/college diversity designate.
 - d. Mandate that departments schedule the 40-minute session **Search Committee Guidelines & Effective Recruitment** before beginning a faculty search. Attend the beginning of the session and thank the chair and faculty for their time.
 - e. Encourage departments to schedule the 40 minute sessions:
 1. **Best Practices for Applicant Screening and Evaluation**
 2. **Best Practices for Interviewing and the Campus Visit**
 - f. Encourage search committees to post positions on the Case Human Resources website as well (Gail Shipley 368-4729)
5. Undergraduate and Graduate Student Training
 - a. Encourage faculty to schedule the workshop **“Becoming a Powerful Learner: How to Use Diversity to Maximize One’s Learning”**, conducted by Dr. Dorothy Miller, into undergraduate and graduate classes.
 - b. Encourage undergraduate and graduate student groups in your school to host this session with Dr. Miller.
6. Minority Initiatives
 - a. Encourage faculty to accept into their lab an undergraduate from the Summer Undergraduate Research Program
 - b. Utilize the Fisk Faculty Exchange

- c. Collaborate with the Office of Multicultural Affairs to serve your students of color, and/or to introduce all students to multi-cultural initiatives and activities.

Faculty Development Initiatives

Diversity & Chilly Climate

1. Create a Standing Committee on Women's Issues at the school/college level.
 - a. Topics could include improvements in Tenure and Promotion inequities, real and perceived, e.g. women and minority faculty research tends to be more collaborative, with the result being Co-PI status more of the time. *How can Co-PI status be accounted for in other measurements?*
2. Mandate Supervisor workshop series for chairs.
 - a. University Counsel, Human Resources, and the Office of Equal Opportunity and Diversity are developing a series of workshops for supervisors to cover such topics as policies (EOD, Sexual Harassment etc.), procedures, and responsibilities, which will be available December 2005.
 - b. Attend the supervisor workshops with your department chairs, and encourage your fellow deans, assistant deans, and associate deans to follow your example.
3. Mandate faculty attendance of the Diversity Awareness workshop. Within three years (by Dec 31, 2008) for all current faculty, and with the first year for new hires.
 - a. Attend the Diversity Awareness workshop yourself and encourage your fellow deans, assistant deans, and associate deans to follow your example.
4. Create and implement new faculty orientation at the school level.
 - a. Include policy statements that make it clear that the differential treatment of women and men, whether faculty, staff or student, is not appropriate and will not be tolerated.
 - b. Make clear the mechanisms for handling problems, should they arise
 - c. Develop leadership training for junior faculty and encourage them to participate
5. Hold focus groups to gather information about the progress and problems (Chilly Climate etc.) concerning women and people of color. (The "Chilly Climate" is, very broadly, microinequities and differential behavior that create a potentially damaging environment for women faculty or other "outsiders", e.g. men of color, lesbian/gay, faculty with English as a second language, faculty from a working class background.)
6. Hold interviews and collect anecdotal information about the variety of issues that might be concerning junior faculty in general and all of the constituents listed above.

Mentoring

1. In addition to requiring that tenure-track faculty be assigned mentors by the department chair, provide a workshop to train faculty to be effective mentors for women and minorities. ACES can provide a workshop of this kind. (This will help reduce the extra burden placed on women faculty and faculty of color.)
2. Recognize the additional committee and service burden that face women faculty and faculty of color.
 - a. Provide adjusted teaching load or other aspects of their work to account for this burden.
3. Recognize the additional formal and informal mentoring of students done by women faculty and faculty of color as a part of the diversity plan for your school/college.

- a. Provide adjusted teaching load or other aspects of their work to account for this burden.
- 4. Weigh committee and service activities in the tenure file/evaluation to account for the overwhelming service burdens.
- 5. Mandate new faculty orientation within departments as part of a strategic plan for faculty retention and recruitment.
 - a. Include a mechanism for monitoring the service responsibilities of junior faculty, women faculty, and faculty of color and encourage the chairs to help their faculty set reasonable boundaries.

Awards & Acknowledgement

- 1. Encourage chairs to nominate their faculty for professional/disciplinary, and Case awards. Assist in this process to the extent possible.
- 2. Create a formal mechanism to acknowledge faculty accomplishments. Suggestions:
 - a. Permanent agenda item for chair meetings
 - b. Permanent agenda item for school/college-wide meetings
 - c. Send congratulatory emails
 - d. Post a running list on school/college website, most recent at the top
 - e. Create a website “hot box” or “spotlight on faculty”, for news of this kind
 - f. Ask faculty how they would like to be acknowledged.
- 3. Review the school/college website for the kind of image that is being portrayed - is this favorable to women and minorities? Is it consistent with your vision of the school/college?
- 4. Ask chairs to review their department website for the same

Conferences/Workshops

- 1. Encourage chairs to attend the “Leadership Development Workshops for Department Chairs” at the University of Washington.
 - a. Provide travel support and cover costs to the extent possible. [The following chairs have attended the workshop and can attest to its value: Peter Pintauro, Joseph Karn, Cyrus Taylor, Michael Weiss, Lawrence Sayre, Joseph Koonce.]
- 2. Schedule workshops to help chairs, faculty, staff and students to
 - a. Adopt non-sexist language and images in written and verbal communication
 - b. Learn about climate issues and strategies for improvement (The “Chilly Climate” is, very broadly, microinequities and differential behavior that create a potentially damaging environment for women faculty or other “outsiders”, e.g. men of color, lesbian/gay, faculty with English as a second language, faculty from a working class background.)
- 3. Encourage chairs and faculty to schedule the student awareness workshops in their classes each semester.
- 4. Solicit ideas from chairs for workshops to improve their performance and forward to the ACES PI’s. Possible topics might be, “Dealing with Difficult People”, “Dual Career Hires”, “Building Consensus among your Faculty”, “Family Leave and Tenure Clock”.