Strategies for Diversifying Our Faculty

Damon A. Williams, PhD
Vice Provost-Chief Diversity Officer-Research Professor
University of Wisconsin, Madison
Damon.williams@provost.wisc.edu

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My Practice

Damon A. Williams, PhD

My Practice

Scholar

Administrator

Educator

synergy

Diversity

Inclusion

Change

synergy

DAW

synergy
Presentation Grounding

- **Inclusive Excellence Project**
  - Association of American Colleges and Universities (AACU)
  - Funded by the Ford Foundation
  - Future of Diversity Work Post U-Michigan Decisions
  - 3 Briefs
    - Equity Scorecard – Achievement (Bensimon Lead Author)
    - Educational Benefits of Diversity (Milem Lead Author)
    - Brief on Organizational Change & Diversity (DAW – Lead Author)

- **National Study of Chief Diversity Officers in Higher Education**
  - With Dr. Katrina Wade-Golden of the University of Michigan
  - 200 Hours of Audio Data (n=70 Officers, Key Insiders)
  - Over 100 Institutions Examined
  - Over 1000 Documents Collected
  - National Benchmarking Survey—(n=754 Responses)
  - Institutional Site Visits/Consultations
  - ACE Monograph on CDO’s Released to 3000 College and University Presidents

Swarthmore Strategic Context

- New Strategic Plan
- Impending Hires on the Horizon
- Great Recession
- Liberal Arts College – Tradition
- Intimate Learning – Environment – Tradition of Excellence
- Quaker Values
- Committed Presidential Leadership
- “Evolving Mission”
- Future Research & Scholarship Needs
- Educating All Students
- Civic Engagement
- Global Dimensions of the Curriculum
Towards Inclusive Excellence

Tough Diversity Issues

- Enhancing Cultural Competencies of All Students
- Assessing Educational Outcomes of Diversity
- Increasing retention and graduation of diverse student bodies
- Increasing Diversity of Faculty & Administrative Leadership
  - Retaining & Promoting Diverse Faculty
- Diversity Education/Training for Faculty/Staff
- Diversifying the Curriculum
- Assessing Campus-Wide Diversity Progress
- Enhancing the Campus Climate for Diversity & Inclusion

No Magic Diversity Bullets
Diversity Change Takes Time & Commitment

Genetically the Same Beast
Culture Change

Adapted from Schien 1985.

A 21st Century Diversity Agenda

Source: Williams and Wade-Golden (forthcoming)
Towards Inclusive Excellence

Strategic Diversity Learning

- Changing demographics
- Need to educate all students for a diverse, global, interconnected world
- Pressing areas of intellectual concern and scholarly inquiry
- Diverse teams are more effective problem solvers (Page, 2007)
- Diverse faculty – help to provide role models of difference and support for all students
- Diversity of viewpoints and experiences provides a richer educational environment for students and faculty alike
- Faculty Diversity – A Matter of Institutional Excellence – Not Compliance
Common Faculty Diversity Myths & Beliefs

URM are not interested in academic careers – they are running to industry
No “qualified” candidates – “Leaky Pipeline”
We are too rural – they would never come here
We are too “expensive” – they would never come here (big-cities)
We can’t compete for them – they are all being swept up by “the well resourced institutions”
Competition for their talent – drives salaries higher than we can pay
We can’t find candidates that fit our search parameters
We’ve always done it this way – will those new strategies really work?
We can’t find candidates who will “fit” our culture

Institutional Barriers - to Winning!

• Failure to **Interrupt the Usual Way** of Doing Things
  – If we keep doing it the same way – we get the same outcomes
• Looking for Fit – and Replication – Not Excellence Reconceived
  – Finding Diamonds in the Rough
• A Culture that Does not “Search” & “Screen”
  – **We just screen!**
• Limited Systems and Tools to Empower Change
• Lack of **Rigor & Discipline** in What we Endeavor to Do differently
  – Critical Role of Diversity Leadership Committees
Research on Faculty Diversity Searches  
Smith, Turner, Osei-Kofi, Richardson (2004)

- 3 AAU Institutions
- Reviewed Search Processes – 3 Years
- Analyzed Nearly 700 Searches
- When did a diverse hire occur?
- Interviewed Ford, Spencer, and NSF Fellows – how were they recruited?

Figure 1. Hiring Patterns for African Americans

- 23% Special Hire & Diversity in Job Description
- 14% Regular Search
- 5% Diversity in Job Description

Figure 2. Hiring Patterns for American Indians

- 17% Special Hire & Diversity in Job Description
- 33% Diversity in Job Description

Figure 3. Hiring Patterns for Latinos

- 7% Special Hire & Diversity in Job Description
- 17% Diversity in Job Description
- 57% Regular Search

When Diversity Faculty Hires Happen

When Diversity Faculty Hires Happen

**Figure 4.** Hiring Patterns for Asian Americans

- 12% Diversity in Job Description
- 6% Special Hire
- 1% Special Hire & Diversity in Job Description
- 82% Regular Search

**Figure 5.** Hiring Patterns for Whites

- 12% Diversity in Job Description
- 10% Special Hire
- 1% Special Hire & Diversity in Job Description
- 77% Regular Search

Faculty Diversity Agility Tools

- **Targeted Faculty Diversity Hiring Programs**
  - Race/Ethnicity, Gender – STEM, Individuals with Diversity & Equity Research Agenda
  - Always looking for diverse talent
  - 60/40 Ratios [Central/Department] 1-3 Year Bridge Funds
  - New Faculty Lines (Most cost intensive)

- **Enhanced Search Processes**
  - Personalized Relationships, Diversity – Aligned Advertising, National Associations and Organizations, Others

- **Diverse Job Descriptions**
  - Use of diversity enriched job descriptions
  - Requiring mentoring, experience with diverse groups
  - Open- Rank Searches
  - More Fluid Content Expertise

- **Selection Processes**
  - Require a broad net – Turn Back Searches
  - Training of Diversity Committees
  - Diversity Best Practices Check List
  - Extended Searches – Until Pool is Diverse

- **Development of Recruitment Databases**
  - Long-term solutions
  - Always looking for diverse talent

- **Faculty Recruitment Events**
Case Study
Rochester Institute of Technology

Recent Chronicle HE Article
- 35 URM – 78 URM

Strategy Overview
- Presidential Commitment
- Diversity Officer Leadership
- Long-Range Strategy
- 10-Years
- Agility Tools
- Data Driven Approach
- Communication & Outreach
- Strategic Partnerships
- Culture of Recruitment

Change Steps for Moving the Faculty Diversity Agenda
Context for Diversifying Our Faculty

- Aggressive diversity efforts are easier to defend on the front end (efforts to expand the pool) than at final stages of hiring.

- The law does not define *merit* – we do!

- We are often our own worst enemies, using overly stringent criteria and shortcuts that limit the diversity of candidates considered.

- Concerns with “reverse discrimination” claims can hamper commitment to diversity.

Recommendation #1: Awareness of Barriers to Diversifying A Review

- How the position is defined
  - Narrow descriptions limit the pool

- Previous recruitment efforts
  - How many women and URM applied for this position before?
  - What was done previously?
  - Dept/College/Institution folklore

- Language in position announcements

- Narrow recruitment publicity

- Following the normal recruitment approach

- Persistent Myths
To continue to do the same thing over and over again and expect a different outcome is one definition of insanity (Einstein)

Recommendation 2: Understand Policy Context of Attack on Diversity Challenges

- Groups such as the Center for Equal Opportunity, Center for Individual Rights, National Association of Scholars, and Foundation for Individual Rights in Education are all watching our websites, literature, speeches, etc.
- Political challenges continue with ballot initiatives and legislation to prohibit any consideration of race, national origin, or gender in public decision-making
- Legal litmus for hiring is not as clear as for students – both a good and challenging dynamic
  - Don’t let it freeze you, but be aware
1. Diversity includes a wide range of attributes, not just race.
2. Individualized, holistic review is important.
3. Race cannot be used in a mechanistic or automatic way.
4. Race-neutral alternatives must be considered.
5. Race cannot be a proxy for a point of view.
6. Michigan cases are about “Race” based college admission or scholarship programs and are not specifically about employment of “faculty” diversity.
7. Provides guidelines – for consideration – to enhance risk mitigation.

Applying the Michigan Cases

- Petit v. City of Chicago (7th Cir. 2003): Relying on Grutter, appeals court upheld a race-conscious affirmative action plan in Chicago Police Department.
- Pre-Michigan case law is mixed on whether diversity in faculty employment is a compelling interest (NO: Piscataway in 3d Cir.; YES: Farmer in NV state court).
Lessons from Recent Cases

- Mere “racial balancing” to reflect the population at large is not a compelling interest (see recent K-12 decisions).
- **Consistency is important:** Need to follow your own written procedures and provide consistent justifications for hiring decisions. See Rudin v. Lincoln Land Community College (7th Cir. 2005).

Other Governing Law

- Title VII and Executive Order 11246 (for federal contractors)
- Johnson (1987): Employer could take gender into account in promotions due to the "manifest imbalance" of women in a "traditionally segregated" job category.
Key Concepts for Employment Diversity

- Must not unnecessarily trammel the interests of other employees.
- Must not create an “absolute bar” to advancement of other employees.
- Must be temporary and designed to eliminate a manifest imbalance, not to maintain a [racial or gender] balance. (Key question: How is the relevant labor market/pool defined?) – Note parallel to Court language on need for “periodic review” of race-conscious plans.

Recommendation 3: Be Aware of Why Campus Diversity Efforts Fail

- Inability to Translate the Vision of Change Throughout the Organization
- Lack of Understanding of How Institutional Culture Operates
- Low Levels of Institutional Support from Senior Leadership
- Resistance to Allocating Sufficient Financial, Human, Technical, and Symbolic Resources
- Lack of System Alignment
- Symbolic and Not Material Plans
- Lack of A Comprehensive Framework to Measure Outcomes of Change Efforts
- Failure to Establish Accountability at Multiple Levels
- Fear of Change
- Focus More on Planning then Change
Recommendation 4: 
Mine the Data – Tell the “Equity Story”
Faculty Turnover Quotient

\[ TQ = \left[ 1 - \left( \frac{\text{End Period URM} - \text{Start Period URM}}{\text{New URM Hires}} \right) \right] \times 100 \]

- TQ = 0%: No Turnover
- TQ = 100%: 100% of URM new hires replaced URM faculty who left the institution

Recommendation 5: 
Consider how diversity implementation happens

**Drive Change**
- Hold People Accountable
- Financial Systems of the Institution
  - Merit Review
  - Budget Allocations
  - Promotion Consideration
  - Hiring Decisions

**Orchestrate Change**
- Create a Spirit of Entrepreneurism
- Incentivize Diversity Work
  - Student Diversity Challenge Grants
  - Professional Diversity Challenge Grants
- External Grant Writing
- Development Efforts
- Faculty Diversity Fellows Programs
  - Course Release

**Encourage Change**
- Build Good Will Through Positive Interpersonal Relationships
- Persuasion
  - Convincing People to “Do the Right Thing”
  - Convincing People to “Interrupt the Usual”
- Diversity Reports
- Reward Efforts with High Profile Diversity Awards
- Serve as a Strategic Asset
  - Consultation
  - Speaker
Towards Inclusive Excellence

Strategic Diversity Accountability Systems

n=789

<table>
<thead>
<tr>
<th>Accountability System</th>
<th>System in Place</th>
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</thead>
<tbody>
<tr>
<td>Formal Reporting on Campus Diversity Plans, Success, Challenges, and Opportunity Areas</td>
<td>39%</td>
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<tr>
<td>Diversity Goals and Achievements Annually Discussed at Board of Trustees or Regents Meeting</td>
<td>46%</td>
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<tr>
<td>Diversity Leadership is Assessed as Part of the Merit Review of Administrators</td>
<td>21%</td>
</tr>
<tr>
<td>Diversity Assessed as Part of the Merit Review of Faculty</td>
<td>10%</td>
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<tr>
<td>Diversity scorecard or measurement system to assess diversity progress</td>
<td>17%</td>
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Recommendation 7:
Develop a Faculty Diversity Intellectual Rationale

- **Faculty** – Administration Led Process
- Connect to Swarthmore Institutional Mission
- Use – Michigan Cases for Guidance
- Educational Benefits Rationale for Faculty Diversity
- Define **faculty diversity** (race/ethnicity, gender in stem, diverse research perspectives, etc)
- **Engage** through shared governance
**Recommendation 8:** Develop Faculty Diversity Agility & Long Range Strategy Platforms

<table>
<thead>
<tr>
<th>Tool</th>
<th>Financial Cost</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Strategic Hiring Programs</td>
<td>Moderate – High</td>
<td>• Create an ability to hire without a search</td>
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<tr>
<td></td>
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<td>• Enhance Morale of Diversity Champions – Empowerment</td>
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<td></td>
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<td>• Quicken Pace of Change</td>
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<td></td>
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<td>• Show Deep Commitment</td>
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<td></td>
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<td>• Legal challenges?</td>
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<tr>
<td>Search Process Enhancement</td>
<td>Low–Moderate</td>
<td>• Education of search committees and departments – long range culture change</td>
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<tr>
<td></td>
<td></td>
<td>• Perhaps little immediate impact on the number of hires</td>
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<td></td>
<td></td>
<td>• Builds diversity brand – positively</td>
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<tr>
<td></td>
<td></td>
<td>• Faculty Backlash?</td>
</tr>
<tr>
<td>Job Description Revisions</td>
<td>None</td>
<td>• Creates the critical adobe for a hire to occur</td>
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<tr>
<td></td>
<td></td>
<td>• May lead to immediate increase in applicants</td>
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<td></td>
<td></td>
<td>• Builds diversity brand – positively</td>
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<tr>
<td></td>
<td></td>
<td>• Faculty – Backlash?</td>
</tr>
<tr>
<td>Recruitment Database &amp;</td>
<td>Low–Moderate</td>
<td>• Database costs nothing</td>
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<tr>
<td>Visitation Program</td>
<td></td>
<td>• Builds diversity brand – positively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Establishes long range context for hiring</td>
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<tr>
<td></td>
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<td>• Showcases – university to prospective</td>
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<td>• Works well if linked with other strategies</td>
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</tbody>
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**Recommendation 9:** Enrich Job Vacancy Announcements

1. Demonstrated Success in Working with Diverse Populations
2. Experience Interacting with Diverse Populations or Students of Color
3. Academic Experiences with Culturally Diverse Populations
4. Interest in Developing and Implementing Curricula related to Culturally Diverse Populations
5. Think carefully about future needs related to the position or department (don’t let short-term concerns overshadow longer-term goals)
6. Consider non-race-based criteria such as ability to work with diverse students, or experience with a variety of teaching methods and curricular approaches
7. Think about possibilities for interdisciplinary/interdepartmental work
8. Avoid unnecessarily narrow or overly stringent criteria
**Recommendation 10: Interview Process**

- Engage Candidates in the Following Questions:
  - Explain how diversity has played a role in your career
  - What ideas do you have about diversity in the classroom?
  - Tell the committee about a time when you had to adapt to a wide variety of people by accepting/understanding their perspectives?
  - What is your vision of diversity on a campus such as University of Alaska Anchorage?

**Recommendation 11: Well Developed Site Visit for Minority Candidates**

- Include potential collaborators during the site visit – from the community
- Engage diversity – in a myriad of forms
- Involve the President if possible
- Meet with candidates at the start and end of the visit
- Include potential collaborators during the site visit
- Meet with candidates at the start and end of the visit
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