

Best Practices in Diversity Strategic Planning
A Framework to Foster Diversity at Penn State: 1998-2003
Tuesday, April 4, 2006

Workshop Summary Notes

Welcome

W. Terrell Jones, Vice Provost for Educational Equity

Dr. Jones welcomed participants to this conversation about *Framework* planning and noted that the mid-point update reports are due in mid-December 2006. During the Spring 2007 semester, five evaluation teams staffed by the Office of the Vice Provost for Educational Equity will assess the forty five plans. Evaluation teams are composed of representatives from groups such as the commissions, student organizations, University Faculty Senate, and University administration. Vice Provost Jones and the Provost Erickson then meet with each unit executive to discuss the updates and feedback reports, as well as changes to be more successful.

Leadership for Diversity

Rodney Erickson, Executive Vice President and Provost

Dr. Erickson began by noting that the diversity planning process at Penn State has changed significantly over the years. Diversity planning at Penn State began in the 1980s and gained momentum through the late 1980s and 1990s through today. He noted being pleased to see senior administrators, senior faculty, and senior staff in attendance; participation of leadership is critical to the process. One challenge is engaging more people in the process. One milestone is getting to the sense that diversity is everyone's responsibility. Members of majority groups must support underrepresented groups.

Much progress has been made because of the *Framework*. Terrell Jones has been a significant force in moving this agenda forward and his leadership is appreciated. The Provost and Vice Provost are in the unique position of gaining the perspective that comes with familiarity with all of the plans. Penn State is making progress but there is still a long way to go. Things are changing because of the commitment of the leadership. One key challenge is driving this level of commitment through all of the units of the University. Many decisions are made by people below the unit's senior administrative level, so we must drive that agenda down and hope to see evidence of the commitment to diversity further down in the organization.

It is good to engage the topic this spring because the reports are due in December. In the earliest diversity plans, units were not taking the time and effort to develop strategies that were as robust as they might have been. But that has changed with the Framework to Foster Diversity planning process as our units have tasted some successes and been willing to reach farther for positive change. It is clearly evident when units take the time to examine data and ask searching questions and develop their report. Units are encouraged to take the opportunity to go to the Educational Equity Web site and learn what others are doing and keep up the momentum. There are many wonderful examples happening throughout the University. Strategic planning can be a difficult and time consuming process. And it should be, because it is planning for our future.

The Seven Challenges of the *Framework* remain as vital and central as when they were first developed. Challenge One, Developing a Shared and Inclusive Understanding of Diversity is important to moving forward. We need to have conversations throughout the units, beyond the diversity committees, to

develop an understanding of what it is to be a diverse institution in all dimensions. The national climate for Affirmative Action is a challenge, but we can move forward by developing a shared understanding that diversity is a whole set of dimensions and making sure that issues of diversity are considered beyond the unit diversity committee and executive council. Many leaders are doing a good job with this agenda. Deans newsletters often show the extent to which leaders are putting forward diversity and it is good to see them communicate their progress. There is still need to work harder to develop a shared and inclusive understanding. Communication of the leadership's commitment to diversity is something that needs to be part of the core message and repeated often.

Challenge Two, Creating a Welcoming Climate is a challenge because the University constantly has a new cast of characters. As new students come in, they are increasingly the product of a high school environment that is more segregated today than 40 years ago. They come to Penn State having grown up in a homogeneous setting without experience in a multicultural world. This is a particular challenge for Pennsylvania because residents tend to live in very restricted geographic environments. There is also approximately five percent annual turnover among faculty and staff. A milestone will be reaching the point where diversity is celebrated as one of our strongest magnets in attracting students, faculty and staff. There is much work to be done to include diversity more in the orientation activities such as the Presidents address and through the partnership of Student Affairs and Educational Equity.

There is still a long way to go in Challenge Three, Recruiting and Retaining a Diverse Student Body, but there is clear progress, especially at the campuses. The campuses have done an outstanding job of outreach to diverse students. Retention is always a challenge, but there are signs of improvement. Penn State has the fourth smallest gap between minority and majority graduation rates; however, we will not be satisfied until there is no gap. It is possible to see the effects of strong leadership in a short period of time. For example, the Dickinson School of Law, with the leadership and commitment of Dean McConnaughay, has gone from one of the least diverse units at Penn State to one of the nation's most diverse law school in terms of its student and faculty composition. And, its stature is increasing among law schools.

There has been progress in Challenge Four, Recruiting and Retaining a Diverse Workforce, but there is still a long way to go. Through the efforts of deans and department/division heads, Penn State has doubled its number of faculty of color over the past decade. The University is not doing as well as it should with bringing diverse faculty through the range of the promotion and tenure process, particularly with women of color. There are only four African-American women full professors. Retention and progression to senior faculty is an area of concern to pay attention to.

Under Challenge Five, Developing a Curriculum That Fosters Intercultural and International Competencies there has been progress in curricular integration, but a milestone will be accomplished not when we have hundreds of courses that deal with a diverse topic but when we have thousands of courses that imbed diversity as a major aspect.

Institutional culture and change (Challenge Six, Diversifying University Leadership and Management and Challenge Seven, Coordinating Organizational Change to Support Our Diversity Goals) are important and need significant work. We have to hire leadership that is committed to diversity. We should be asking every applicant faculty and staff to discuss their understanding of diversity, their commitment to diversity, and how they can contribute to creating and sustaining a diverse and inclusive environment.

Questions and comments: At the campuses it can be hard to get diversity within service positions because the unionization of the technical service workers seems to have created a buffer. Provost Erickson suggested speaking with union leadership to express concerns, the goals of the campus, and the importance of diversity within the workforce. The union should be an inclusive organization; many are, but others are slower in opening up trades and opportunities to a broader spectrum.

While the University has made good progress with faculty, it has not done nearly as well with staff, even within geographic and metropolitan areas where there is more demographic diversity. Steve Hayes and Billie Willits are working on an initiative to move this agenda forward. We need to examine how we are hiring staff and what we are doing that does not result in the progress we would like to see. We must balance promoting from within with changing the demographics. Some units balance too heavily toward rewarding loyalty with internal searches. Changes in the search process now make it easier to go outside.

As we face budget cuts how can leadership be encouraged to support diversity rather than cutting it? Even in times of budget cuts, hiring still goes on because of an approximate five percent annual turnover rate. Penn State hopes to turn around the trend of decreasing enrollment and strengthen our base operating budget, our diversity recruitment and the number of paid accepts look very good. Refilling the diversity pipeline helps not only diversity but also budget and may become our diversity success story.

Among students of color who are admitted to Penn State, there are more who are high achieving and who can choose among several college choices based on scholarships. In the next capital campaign, there will be more attention paid to need-based student support. There is a need for increased endowment. Historically, as a state institution, the prevailing attitude was that students would be publicly supported and there was no need to build an endowment. Student need is being stressed more to get donors to understand that merit and need are not mutually exclusive. The average Penn State student graduating with loans now owes more than \$20,000 of debt.

In recruiting faculty and staff, the climate of the community is difficult. There are several things the institution can do. One is to keep increasing the numbers so that those in the community see lots of our diversity; with increased numbers there will be more acceptance. Also, there is a need to get into the schools with education about diversity beginning early on. Students are more interested in service and public scholarship. This resurgence in student commitment to public good can be used to help create welcoming environments.

Erickson concluded by thanking those in attendance for moving this agenda forward and participating in the workshops. With this commitment, the University will continue to move forward.

Recruiting and Hiring Diverse Faculty, Staff and Administration

Kenneth Lehrman, Director of the Affirmative Action Office

Dr. Lehrman began by noting that when considering best practices in establishing and retaining a diverse workforce, emphasis on retention is important. Costwise, it does not benefit to recruit and retain employees then have them leave. Reviewing Penn State's best practices and benchmarking with other University indicates that Penn State is doing what other Big 10 peers are doing and also doing some unique things. We should focus on how we can do better with implementation of our existing initiatives.

The Silver Bullet and Hard Work: Search committees hope for a magic method, but looking for the proverbial “silver bullet” is like searching for unicorns; there is no “silver bullet.” Success in establishing a diverse workforce demands our commitment. Commitment goes beyond involvement. They can be distinguished by thinking of a bacon and egg breakfast: the chicken is involved, but the pig is committed. Commitment is demonstrated by extra effort and hard work. All of the best practices require extra effort.

Advertising, Make the Announcement a “Statement”: Search committees are advised to stop and think before posting positions and to think of the opening as an opportunity rather than drudgery. Rather than just pulling out the same old position announcement and placing it in the same old media, think strategically about the position in terms of long term goals, including diversity goals for the workforce. Look at the *Framework*, call the Affirmative Action Office to ask for the Affirmative Action Goals for the unit, consider the mission statement and the future direction of the unit, and think of the implications of having a monocultural workforce. Make the position announcement a statement that demonstrates commitment for diversity and shows that Penn State is a leader in commitment to diversity. Be creative. The Affirmative Action Office can help, but a unit knows best the expertise within the discipline.

Use alternative sources for posting position descriptions The leading publications such as Hispanic Outlook and Black Issues in Higher Education are good for administrative and staff positions but not for faculty positions because people are used to looking in the leading publications within the discipline. Digital sources are a good choice.

Another good practice is using cover letters. Although not required, applicants do typically include a cover letter. Utilize this tendency by asking applicants to make a statement about their commitment to diversity and their experience working in an environment with diversity.

Passive v. *Active*: Positions must be advertised, and advertising can be creative, but it is a passive approach and search committees need to do more. Many employers are competing for diverse applicants so recruiting should be done aggressively.

Recruit *Aggressively*: This is where the real work begins and commitment is fully demonstrated. Networking is key. Networking involves lots of phone calls, going to conferences, collecting business cards, setting contact goals, and keeping up with professional contacts. At conferences, make a point to get to know someone as a contact, get their business card, then follow-up with a personal note or call and keep the professional contact alive. This is a good approach to identifying up and coming graduate students who are not yet on the market and developing networks to identify potential candidates when positions open up.

When recruiting through networking contacts, don’t take no for an answer (at least not the first one or two times). Multiple calls demonstrate a serious commitment. Recruiting is an on-going process, not a yearly cycle. Contacts made this year that didn’t pan out may be interested later, so maintaining contact is important through the future. What we do now, the hard work that we put in now, is a seed for the future. We may not see the fruit now, but we will in the long run.

Search Committees: Use them! We make a lot of hires without using the benefits of search committees for active recruiting. The Unit executive should personally charge the committee to be aggressive recruiters to develop a diverse pool of applicants. The executive should make sure that the committee gets training. The Office of Human Resources put together new practices and procedures that

emphasize use of search committees for ensuring diverse candidates. Ensure that the search committee is diverse; there is a strong correlation between diversity on the search committee and diverse candidate pools for the position. If there is no diversity within the unit, consider going outside of the unit. Committee members are also recruiters.

The Color/Gender Blind Bind: Legally, race and gender cannot be the only factor for hiring, but when units are underrepresented, they can safely promote and use race and gender as a significant factor. For example, race and gender can be used as a factor in developing the short list. The Affirmative Action Office can inform the unit whether there is any diversity in the candidates; if not, the committee can safely include diverse candidates to make sure that members of underrepresented populations are considered. When units are underrepresented, race and gender can be used to break the tie between equal candidates at the short list phase and at the selection phase.

Interviews: In interviews, search committees should ask at least one behaviorally based question regarding diversity. The Affirmative Action plan, *Framework* and general strategic plan provide a basis for doing this. For example, committees can ask questions such as “have you ever encountered difficulties in the workplace because of culture changes related to changing diversity and if so, how was the difficulty resolved,” or “describe your experience mentoring a person of color.” Excellence is a core value. Commitment to diversity is a core value. We should ask about core values.

Offer candidates an opportunity to meet privately with people like themselves (women, people of color, etc.) so they can discuss questions about life in the community that they won't be able to ask about in the interview. Information about daycare, schools, churches, hair care, foods, etc. are important to candidates.

Maintain an environment that visually demonstrates commitment to diversity. A diverse representation of people in the profession demonstrates that commitment to diversity is not just talk but is lived on a daily basis.

Retention: First, we must realize that not every loss of an underrepresented employee is a consequence of hostile environment, bias, racism, etc. People do move on because of legitimate reasons such as better opportunities or being able to move up elsewhere. When we characterize every loss as being because of climate, we reinforce the myth that there is always a hostile climate. We have to step away from that perception. But some people do leave because of climate in the unit and that must be addressed.

The Color/Gender Blind Bind: A color/gender blind approach promotes isolation when the unit has been successful in hiring. Ignoring the realities of race and gender leads to leaving the new hire isolated within the department or unit. This is one of the biggest problems in retention. How do we overcome it? We must plan for change in departmental culture and practices. We must identify what kinds of cultural and procedural practices need to change as we become more diverse. Too often we expect new employees to adapt to existing structures rather than using their new ideas. We must protect new hires from excessive service assignments. We must identify and address signals by existing employees about being uncomfortable in working with new “different” employees. These concerns and critical incidents must be addressed promptly. Develop simple guidelines for addressing problems with new hires.

Professional Development: Retention requires attention to professional development. We must develop and reward instrumental mentoring programs within the units. Most units have mentoring, but it is

typically short lived, ineffective and not rewarded. Mentoring should be incorporated in the SRDP and annual evaluation as a contribution to unit success. We must help new hires make relevant contacts outside of the unit so that they know who to contact to get something done. We must identify leadership roles for new hires and offer positions that allow them to excel and express leadership skills. Don't overload them, but think about where the unit is going and how the new employee can help move toward success. Professional development opportunities enhance the prospect that they will move up within the unit and within the university with a successful long term employment experience.

Culture shift: Behind Best Practices must be a larger conceptual realization that the university system is structured in ways that favor the dominant majority, especially in perceptions of competence. We have to think about where the barriers are that make success difficult. The unit diversity committee can play an important role in changing the institutional culture.

Breakout Sessions

See PowerPoint slides of each session for more information

Effective Faculty Mentoring

Marian Walters, Associate Dean for Research and Graduate Studies, Penn State Capital College, and James B. Stewart, Senior Faculty Mentor

Important Roles for Networking and Peer Mentoring

Marian Walters

Marian Walters began by noting her experience in helping faculty with peer mentoring sessions and the importance of networking and peer mentoring. One-on-one mentoring can be difficult to establish. Good senior mentors are limited. Mentors do not have to be from the same background as faculty members they mentor, but faculty members from underrepresented groups do have particular needs. Peer interactions can be more natural and there can be a tremendous information base across a group of peers. Professional interactions and personal development are enriched from networking programs.

Success from Networking and Peer Mentoring: In her five years at Tulane Medical School, Walters helped to establish several successful programs for women faculty at several levels. One group was for junior and senior women faculty, one focused on senior women faculty, and another focused on senior women leaders, women who had or were eligible for senior administration leadership roles. The participants have created productive groups which enriched professional development. The numbers of women at the level of professor, chair, dean, and committee members all increased significantly and three women accepted higher positions at other universities.

Best Practices in Networking and Peer Mentoring: Best practices include:

- periodic sessions, ideally monthly meetings
- attention to day and time so that the sessions are accessible to most participants
- creating a relaxed environment such as a lunch, supper or coffee/tea gathering
- never culling the invitation list. Groups tend to have a core group of participants and others who participate occasionally, based on their personal needs and goals. However, those who do not actively participate may be excited that the programs are available and may eventually begin to actively participate.

Recent Experiences in Diversity Networking: Capital College received EOPC funding for networking and development programs for faculty and staff beginning in Fall 2005. The group for minority faculty serves 22 individuals and the group for minority staff serves 20. The programs have been well received. Faculty issues discussed are similar to issues discussed by the women's groups and those groups will hold some programs together. The promotion and tenure programs will be open to all faculty members and will be run out of the appropriate college office.

Unexpected Issues in Diversity Networking: One question is deciding which faculty members to include (traditionally defined members, international colleagues, those of Asian origin?). The EOPC funded group will expand to include additional groups, specifically those of Asian origin, in subsequent years, based on requests by Asian faculty members. When considering staff group membership, whether to

include those in collective bargaining units is an additional issue. Programs should evolve to accommodate the needs of the individuals involved and to become more inclusive.

The groups have met for informal lunches either at off-campus sites or at obscure conference rooms to remain low profile. The first few meetings are devoted to getting acquainted, then topics are set for meetings. The groups also discuss issues that the participants bring. Group leaders may emerge. Feedback from the faculty group indicates that they are happy to have the networking opportunity because there had not been such opportunities before.

Best and Worst Practices in Mentoring “Minority” Faculty

James B. Stewart

Jim Stewart began by noting that the Senior Faculty Mentor (SFM) position is a half time position reporting to the Provost and was designed to facilitate the tenure and promotion process for tenure track minority faculty across the University system. The program has expanded to mentoring faculty at all levels. The SFM oversees a network of ten to eleven faculty members at various campuses to keep communications open with faculty of the constituencies served. The challenge is getting faculty to take advantage of the mentoring structures that exist. Many believe that they were adequately prepared in graduate school. Sometimes they are guided to the SFM when problems arise and sometimes it is almost too late.

The SFM presentation presented “worst practices,” giving examples of typical dialogues, then alternatives/best practices. Mentors must be cognizant of issues faced by faculty members from underrepresented groups.

Classroom Conflicts: “Every time I discuss gender perspectives, a group of male students refuse to participate in discussions and mock my accent. What should I do?” Typical Response: “Oh, you’re just having a basic classroom management problem. Just tell them you are in charge and remind them that you assign the grades. By the way, are you working on your English?” Alternatives/Best Practices include:

- Provide information about instructional support resources
- Recommend that faculty member notify the department head or other appropriate academic official about the problem
- Recommend that faculty member become familiar with student contact guidelines and actions to be taken in cases of violations
- Volunteer to visit class to observe faculty-student interactions and offer suggestions to address the problem
- Review SRTEs for the course with the instructor to determine if any students have attempted to use the instrument to punish the faculty member

Dossier Preparation: “Will you please review my personal statement? I know it’s only the second year review, but I want to make sure that I present myself and my work coherently and effectively.” Typical Resonse: “Oh, don’t worry too much about that. When I went through the process, these statements weren’t even allowed. I’m sure the committee will be able to interpret what you put together.”

Alternatives/Best Practices include:

- Volunteer to review draft statement
- Suggest that the faculty member request other colleagues to review the draft

- Assist faculty member in obtaining copies of narrative statements submitted by colleagues as part of previous P & T reviews

Multicultural Research: “No one in the department is doing research on diversity topics. Should I find colleagues in other departments to work with?” Typical Response: “I know you wrote your dissertation about that multicultural stuff, but that won’t get you tenure here. You need to shift your interests to make your colleagues comfortable so they can support you.” Alternatives/Best Practices include:

- Offer to assist in identifying faculty members with similar interests in other units/locations
- Offer to assist in identifying appropriate publication outlets, conferences, etc.
- Contact Educational Equity to identify resources, contacts, etc.
- Offer to identify opportunities for the faculty member to present research in progress to colleagues in the academic unit

UP vs. other campuses: “I’m having some difficulty getting my research program started. Can I get some assistance from UP colleagues? I’m teaching 3 classes but I can probably arrange to travel there if I have to.” Typical Response: “The people at UP won’t be very helpful – they don’t understand what we do. When you get comfortable with teaching, you’ll find more time to do your research and won’t need to seek outside help.” Alternatives/Best Practices include:

- Offer to assist in identifying faculty members with similar interests at UP
- Offer to assist in identifying appropriate publication outlets, conferences, etc.
- Contact Educational Equity to identify resources, contacts, etc.
- Offer to identify opportunities for the faculty member to participate in research seminars and other activities at UP

Service Overload: “The Multicultural student group has asked me to be its advisor. I’m very excited about the honor. I know I can help them plan for future career opportunities.” Typical Response: “We discourage untenured faculty from service activities. We’ll get you on some committees during the 4th year so there’s some service in your dossier. After you get tenure, you can help students all you want.” Alternatives/Best Practices include:

- Help faculty member prioritize service obligations
- Discuss the dilemma with the faculty member’s department head/supervisor
- Recommend that faculty member discuss the dilemma with other faculty who have experienced similar requests
- Volunteer to assist the faculty member in supporting the student organization

Discussion

The SRTE offers an opportunity for students to act out against nontraditional faculty members. When faculty are hired, should they be given information on addressing student reactions up front? We do want to give faculty information, but we also do not want to scare them. Deans should be alerted to this issue and other evaluations of teaching effectiveness should be used in addition to the SRTE. The department should make sure that the potential hire is comfortable in the environment; we don’t want to bring faculty into a situation with a false understanding because that would set them up for failure. The SFM does assist in recruiting.

The narrative statement is an improvement to the dossier but there is no consistency across the system. More guidance is needed in how to represent yourself effectively. Senior faculty do not have experience with this because they did not have to prepare a narrative statement as part of their dossier. It is

important for junior faculty to find faculty with experience at various levels to review their statements. They should also look at examples from colleagues. The dossier is not confidential; only the letters are confidential.

Multicultural research issues include the question of where to publish and credibility of venues. Multicultural journals do not receive the same weight, and mainstream journals are not always receptive to multicultural research. They also have a long lag time. There has been a new initiative to utilize on-line journals as a fast track to print, but these are being perceived as quasi-fraudulent. With the increasing lag time between submission acceptance and print, the increasing pressure to publish is unfair to second year faculty. Mentors need to be aware of the trade offs and assist the faculty member in making the decision.

There also needs to be a shift in valuing mentoring of junior faculty. Some faculty are fearful of going to someone within their college and of raising these issues. The SFM is a valuable contact outside of the college.

The SFM conducted a study of college mentoring programs and a climate survey regarding work/life issues. There are several mentoring models

- One-on-one mentoring. This model can work well if there is a good match in terms of personality, research interests, etc.
- one person mentoring several people. Factors of concern include the time commitment and how valued mentoring is within the unit.
- Multiple mentors to one mentee. This is the preferred approach. The mentee has access to different people for areas such as research, networking, and general adjustment. One example is the College of Engineering which uses two mentors per mentee. One of the mentors is a member of the P&T committee and the other is not. This approach is easier at University Park because there are more people. At the campuses, with the reorganization, there is a need to focus more on building relations between faculty at the campuses and at University Park. The campus faculty may not have the resources to fulfill the research expectations otherwise.

For the team mentoring approach to be successful, the areas and role distinctions must be clearly delineated. There should be dialog among the mentors to make sure that mixed messages are not being sent. Mentees should be encouraged to gather information from all of the available mentors. There is a growing awareness that a mosaic of mentors can be a more effective approach. In using a group approach, Walters noted that the initial response may be “underwhelming.” We begin to see the impact with repetition; as the quality and effectiveness of the group becomes known, the level of participation increases.

University Park faculty often do not understand the impact of teaching loads and interactions with students that are typical of the campuses. Senior faculty members at University Park do not have much interaction with undergraduates, and this shapes their understanding of the time commitments. Faculty members at the campuses are pressed hard.

Incentives for University Park faculty involving campus faculty in their research include more travel funding for campus faculty for conferences, exploratory trips to identify potential research, and other opportunities. At University Park, informal networking is also needed; otherwise it is hit or miss. There is a document on-line as a resource <<http://www.equity.psu.edu/sfm/>>. New faculty members tend to

miss deadlines for research. The SFM funding is undersubscribed and can provide supplementary funding for research activities.

Service overload is a significant issue. Many faculty members cannot understand how important role models are for underrepresented students, especially first generation to college students. The value of this service is not recognized. Also, faculty are told to limit their service until after receiving tenure, but underrepresented faculty are torn because they recognize that their own professional development is tied to mentoring and they want to give back. This is a tough balancing act. Faculty do need to attend to their research and teaching expectations, but service is also important to developing the pipeline. Service is not sufficiently rewarded in the tenure and promotion process. We must better document the nature of these trade offs and expectations.

The SFM connects with new faculty through several avenues. He receives a list of new faculty of color in August and sends out an e-mail message explaining the SFM role. There is also a reception in fall to bring together new and returning faculty, as well as several events throughout the year such as the Achievement Conference. Many faculty do not want to be stigmatized as needing special reporting and do not see the SFM until there is a problem. Faculty members should be encouraged to seek advice and to go outside of the unit. The Asian community is the most difficult to address because they tend to be reluctant to take advantage of services. At University Park there is a difficulty in reaching out to Latino faculty because they are concentrated within the College of the Liberal Arts and typically choose mentors within their department.

Most colleges emphasize professional mentoring and a colleague within the discipline can provide the best advice about that department's expectations and processes. But they may not acknowledge that there are issues outside of the profession. The Provost has encouraged the deans to encourage utilization of the SFM, but that encouragement must trickle down to the department head. The campus locations seem to be getting the message, but in many cases the SFM information does not trickle down to department heads. The SFM may need to expand contact with the department heads.

Recruiting and Retaining Diverse Staff

Billie Willits, Associate Vice President for Human Resources; Steve Hayes, Senior Employment Specialist and Recruiting Coordinator; Susan Morse, Manager, Employment and Compensation

Recruitment - External Practices: Potential Best Practices

- Partnering with Minority Organizations
 - Example: Spanish speaking organizations in Philadelphia for the Job Fair)
- Community Outreach
 - Example: Sending employment opportunity information to local churches
 - Example: Working with communities outside of PSU
- Positive, Visual Advertising
 - Two years ago re-designed publicity brochure to attract more diverse populations
 - Web-site updates are in progress
- Targeting Career Fairs for Minorities

- Budget – how we use resources – need to spend more money on advertising to recruit a diverse staff
- Even if there is no current job opening – need to bring in people to build relationships – doing a good job with faculty – need to do a better job with staff in building networks
- Tech Service and Unions – we do post externally – current leadership very open to diversity issues
 - Example: job training programs – partner with management and working with employee relations

Question on internal postings: Internal postings go up on Tuesday and if pool not meeting qualifications (e.g. need to increase the diversity of the pool) – posting goes external. Can offer internal candidates the ability to go external and ask if they wish to be included.

- Hire Minority and Women Vendors
 - Example: If you have budgeting authority – offer RFP’s to increase diversity of vendors
- Strong Customer Focus
 - Example: Everyone is an employee recruiter

Recruitment - Internal Practices: Potential Best Practices

- Comprehensive Diversity Strategic Plan

Some are more “mature” plans than others in regards to recruitment of staff – OHR will work with Deans/Chancellors to assist with implementing actions via the Framework
- Systematic, Administrative Buy-In

Process needs to be more inclusive – find that upper administration is on board on these issues, but the word is not getting to middle managers who are doing the hiring of staff

 - Example: HIRE POWER Project – a process for hiring diverse staff/talent
- Employee Referral Program

Used in business, but not as much in higher education
OHR will assist units/colleges who would like assistance in this area
- Educate Managers
 - Example: Requiring IBIS skills/knowledge as a requisite for a position – this is a barrier for recruiting
 - Example: OHR Leadership programs – need to send people to these programs to be more effective managers/supervisors
- Resources (Budget issues)

Don’t make this an obstacle – do need to put more resources into staff hires – not just in advertising, but for other expenses (e.g., on-campus interview expenses, etc.)
- Accommodate disabilities
- Train to improve underrepresented selection process

- Example: HIRE POWER Program
- Emphasizing Employee Benefits
OHR putting together a more comprehensive benefits program; PSU overall package is very attractive
- Strategic Hiring Process
 - Example: PSU good place to work/live
 - Example: Partner with Visitor's Bureau in your community

Retention - Internal Practices: Potential Best Practices

- Rewards and Recognition
- Professional Development
 - Directed participants to the OHR web site for best practices
- Cross Training
 - Providing new challenges to staff – professional development
- Celebrate successes
 - Example: Staff awards
- In house Diversity Resource Center
 - Example: OHR Multicultural Staff Support Center to assist new staff minority hires
- Offer Advanced Courses
- Flexible Work Schedules
- Career Management Assistance

Creating Welcoming Climates and Communities

Jen de Coste and Susan Lucas – Commission for Lesbian, Gay, Bisexual, and Transgender Equity
<<http://www.equity.psu.edu/clgbte/>>

Paul Jovannis – Commission on Racial/Ethnic Diversity <<http://www.equity.psu.edu/cored/>>

Karen Schultz – Commission for Women <<http://www.equity.psu.edu/cfw/>>

The Joint Commission chairs described the various activities of the Commissions in promoting welcoming climates for employees at Penn State

Hiring and Retaining Diversity Faculty and Staff

Mentoring Programs

- Commission for Women – formal program that has been in place for a number of years <<http://www.equity.psu.edu/cfw/programs/mentor.asp>>
- CORED is considering a similar program
- Informal mentoring programs are useful, but sometimes formal mentoring programs need to be in place.

Domestic Partner Benefits

- Was funded by President Spanier before it was formally announced
- The program needs to be better publicized, and some people need assistance filling out the appropriate paperwork

Community Diversity Group <<http://www.piccc.org/cdg/>>

- CORED is working with this group right now
- The idea is to bring diversity into the community so as to bridge the gap between efforts at the University and in the community

Curricular Issues

LGBT Minor

- Working with Womens Studies to get it off the ground

Race Relations Project<<http://www.racerelationsproject.psu.edu/index2.htm>>

- CORED working to augment the work of RRP
- They are trying to support and expand the program and implement in other colleges

Straight Talks <<http://www.sa.psu.edu/lgbt/PDF/straighttalk.pdf>>

Family Friendly

On-site child care, originally advocated for by CFW many years ago

- Still need more centers because of waiting lists
- A study has been done to assess their effectiveness but no results are available yet
- Child care is expensive and the University loses money on it
- Need to expand beyond UP
- JCC worked together on this issue to stop the potential closure of a child care center

Stopping the tenure clock – just implemented a few years ago

Resources

LGBT Support Network <<http://www.sa.psu.edu/lgbt/network/index.htm>>

Diversity Resource Group

- Available to speak with diverse job candidates about what it's like to work at UP
- Mainly at UP at first but now available at some other campuses

Centers

- Women Students <<http://www.sa.psu.edu/cws/>>
- LGBT <<http://www.sa.psu.edu/lgbt/>>
- Adult Learner Services <<http://www.outreach.psu.edu/cals/>>

Guide to Mentoring Programs – Comprehensive list of mentoring programs developed by CORED
<http://www.equity.psu.edu/cored/pubs/mentor_programs_guide_%20final.pdf>

Recognizing Diversity Service

- Service on diversity committees recognized in colleges/units
- Diversity criterion for the Staff Review and Development Plan

Questions/Discussion

How welcoming have communities been?

- School systems have been fairly open to having diversity programming occur there (they love to have “free” programs”)
- They have brought Step Shows into school systems to educate White students on diverse cultures
- Students of color have done community service in predominantly White areas
- Have had some success in having businesses look for diversity in its hiring practices
- TV stations have been trying to depict people of color in positive ways

What about a “Commission for Men”?

- Penn State is a de facto “Commission for Men”
- Need to be more inclusive of White males in Commission work – need to do a better job articulating why diversity is for “White men”
- Need to do a better job describing why the Commissions are needed at Penn State

Definition of “Minority” at Penn State – not every underrepresented group (e.g., South Asian) is considered a “minority” at Penn State

- We need to think as broadly as possible when thinking about diversity at Penn State, including our ideas about “minorities.” Sometimes we need to “cut the pie” in different ways than we typically do.
- For some groups (e.g., African American and Hispanic/Latino), we have specific recruitment and retention goals, but our goals for improving climate include everyone.

“Exclusive” v. “Inclusive” Diversity Programming

- Can be criticized or challenged for directing programming exclusively to certain groups (“minority” v. “non-minority” mentoring programs)
- If you open it up to everyone, then what’s the difference?
- TRIO programs can serve as a model since they include factors other than race/ethnicity <<http://www.ed.gov/about/offices/list/ope/trio/index.html>>
- The FastStart program is available to everyone, but students of color are specifically targeted for inclusion <http://www.alumni.psu.edu/get_involved/mentor/faststart/default.htm>
- Criticisms of such programs ignores informal mechanisms of favoring majority groups (e.g., the “good ol’ boy” network)