

GUIDELINES FOR THE STRATEGIC RECRUITMENT AND RETENTION OF RACIAL AND ETHNIC MINORITY FACULTY IN THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Approved 12/05/2003, by CEHD faculty

The presence of a diverse faculty reflects the university's commitment to academic excellence and urban relevance and supports the college's overarching goal to prepare high quality educators and human development professionals. The recruitment and retention of a diverse faculty also enriches the student experience by the availability of additional role models, mentors, and individuals with diverse perspectives. These guidelines are offered to facilitate the recruitment of such a diverse tenure-track and clinical faculty. For the purpose of these guidelines, racial and ethnic minority faculty include African Americans, American Indian or Alaskan Natives, Asians, Hispanics, and Native Hawaiian or other Pacific Islanders, and they may be either citizens or permanent residents.¹ These guidelines will be expanded in the future to include additional principles, strategies and recommendations for the retention of diverse faculty inclusive of the broader definition recognized by the Office of Opportunity Development and Diversity Education Planning at GSU. Consistent with the university's policy on affirmative action and equal opportunity, ² policies and practices within the College of Education and Human Development should support an inclusive climate and extend to all faculty, without regard to race, color, religion, national origin, sex, age, sexual orientation, veteran status or disability. These expanded guidelines will assure a continuing genuinely intercultural campus community.

Because the pursuit of a diverse faculty enhances the quality of intellectual and cultural life in the university, diversity goals may be best undertaken through positive leadership rather than administrative directives. Attention to diversity in recruitment and retention may be more successful if routinely included in departmental activities (e.g., searches, mentoring, etc.) and not considered an occasional effort. The following guidelines indicate ways in which positive leadership may be undertaken.

Recommendations: Long-range

1. Success in recruiting and retaining a diverse faculty is an ongoing process rather than a single event, in which emphasis on developing long-term, diverse networks within one's discipline is essential. These networks include faculty colleagues from diverse groups as well as graduate students who will be on the job market in future years. Such networks are valuable for a range of professional functions in addition to recruitment.
2. The advertising and interviewing process to hire racial and ethnic minority faculty should be as sophisticated in its approach as any other search. It could involve posting advertisement in disciplinary outlets and other professional publications that are likely to be read by racial and ethnic minority scholars. Interviews could be conducted at national disciplinary

meetings, including but not limited to those whose membership is likely to be primarily racial and ethnic minority scholars.

Recommendations: Immediate

3. **National Recruitment Sources.** Departments should consult the Opportunity Development Resource Manual that is housed in the Office of Affirmative Action. This Office will assist colleges and departments by providing detailed data and prospective sources for recruitment. National vita-banks for racial and ethnic minority doctoral candidates in different fields should also be consulted. Recruitment efforts, including outreach to the Office of Disability Services at graduate institutions, should be inclusive and terminal degree candidates from minority groups should be identified and pursued.
4. **Recruiting Minority Graduate Candidates.** Departments might recruit from their own minority graduates, as well as from those at other institutions. Scholarships may be available at the post-doctoral level to minority students who will teach in the department.
5. **Minority Recruitment Funding.** Departments should seek available funding for the recruitment of racial and ethnic minority faculty from the Office of the Provost through the Target of Opportunity and the Minority Hiring Incentive programs. In addition, they should investigate initiatives not dependent upon University funding.
6. **Interdepartmental Initiatives.** Departments having similar research interests are encouraged to consider racial and ethnic minority faculty for dual or clustered assignments.
7. **Outreach to Minority-serving Institutions.** Faculty exchange programs with HBCUs (Historically Black Colleges and Universities) in the metro Atlanta area and beyond may be instituted; and departments might explore ways of greater collaboration with faculty at the HBCUs in the Atlanta metropolitan area. In addition, recruitment strategies will include outreach to the National Hispanic-serving Institutions/Associations and the United Tribal College Fund.
8. **Advertisements.** It is desirable for the advertisement announcing the available position to include the following elements: the research extensive nature of the university; our continuing commitment to a diverse student body; emphasis on a broad multicultural and international curriculum; the effort to build a culturally diverse faculty; and the growing diversity of the population of the Atlanta metropolitan area.
9. **Intercultural Interactions.** Research suggests that departments/schools may benefit from explicit attention to understanding the nuances of intercultural communication. Departments may participate in workshops to develop such training, and are encouraged to contact the Office of Diversity Education Planning. The following examples are ways in which perceptions and communications can undermine equity and create uncomfortable interactions: *role encapsulation* - holding limited views of relevant roles for non-dominant group members (e.g., automatically

assuming the ability to teach only courses that focus on one's own group); *boundary heightening* – behavior or remarks that signal and reinforce outsider status, such as: making eye contact with a person from an racial and ethnic minority group only when making reference to that group; linking dissimilar groups in a sequence that trivializes the non-dominant group and simultaneously exaggerates the latter's outsider status, such as, "When we're hiring, we hire the best person whether that person is white, black, green, or polka dot"; or expecting non-dominant group faculty members to shoulder primary responsibility, regardless of their rank, for recruitment of racial and ethnic minority faculty; *fatal flaw mentality* – focusing unduly on something wrong with a candidate, regardless of extensive documented evidence of accomplishment, thereby creating a differential demand for consistently flawless performance (e.g., "I'd vote to hire her/him if only □" when said in the context of an otherwise impressive application); *negative interpretations of ambiguous situations or differential assessment of comparable situations* – emphasizing possible negative features of an ambiguous situation or deciding to interpret neutral or positive information negatively for a non-dominant group candidate but not for a white applicant (e.g., "moving around too much" versus "gaining a breadth of experience and contacts").

10. **Data Maintenance.** Departments are encouraged to preserve good data on the efforts to recruit and retain racial and ethnic minority faculty, to share those data on a regular basis, and to use such data in measuring success toward diversity goals. The College's Diversity Committee, in conjunction with the Dean, department chairs, and other appropriate administrators and faculty members shall monitor the progress of departmental recruitment and retention efforts, and provide annual reviews of the college's efforts in recruiting and retaining racial and ethnic minority faculty for the Dean's report to the Provost.
11. **Administrative Evaluations.** The three-year evaluations of department chairs shall include questions that evaluate efforts to recruit and retain racial and ethnic minority faculty.

†Tenure-track faculty include faculty both before and after they have secured tenure. Clinical faculty are permanent faculty in certification programs but not tenured or on the tenure-track. These guidelines adopt the following definitions of minorities, derived from the U.S. Department of Labor/Office of Management and Budgets as of 2001 and now used by the University's Affirmative Action Office.

African American: a person having origins in any of the Black racial groups of Africa. American Indian or Alaskan Native: a person having origins in any of the original peoples of North America and South American (including Central America), and who maintains tribal affiliation or community attachment. Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian

subcontinent. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. Native Hawaiian or other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

2Current policies, procedures and resources are available from the Office of Opportunity Development and Diversity Education Planning on the website: <http://www.gsu.edu/~wwwafa/policies/index.html>.

Reviewed and revised by College of Education and Human Development Diversity Committee, November 2003.