

Diversity Forum:

Recruiting and Retaining Faculty and Staff of Color and American Indian Faculty and Staff

May 5, 2016

NOTES

10:15 – 10:45 a.m. – Visioning Exercise: Small Group Discussion Notes

1. What would the future look like if our faculty and staff more closely mirrored our student population?

- Students feel included and accepted
- Larger/richer experience
- Respect for students and employees
- Familiar/family-like
- Community/University relationship
- Retain students
- Student housing – families, etc.
- Mixing international/domestic
- Students may feel better understood, more welcome
- Real-time role models
- Need support for all students
- Paradigm shift - there will be an adjustment
- More energy on campuses
- More collaboration and partnerships
- More pedagogical practice that are more inclusive in nature
- Enrollment, retention, persistence, graduation, faculty retention and engagement rise
- Change would most likely take place if staff and faculty of color and American Indian faculty were more representative of students
- Likelihood of having safer and more welcoming campuses would be higher
- Cultural taxation on an individual and institutional context would diminish
- Competence around these issues race/ethnicity – is assumed to be held by administrators. Administrators have a role to play in terms of walking the walk

2. How would our campuses be different?

- Climate
- Greater engagement in
- Enrichment
- Different and broader perspectives
- Build greater community

- Unity
- More comfortable, relaxed and safe
- Retain students/faculty
- Broader range of culture
- More motivation
- Dialogue change – more encompass
- Less white spaces *
- All students prepared to live in a global society
- More authentic and genuine
- Would feel like belong
- Students feel welcome
- Balance between faculty and student was more equal
- Better retention
- Feel more connected – retain comfortable
- Campus events (food, thought process)

3. What would we be doing differently?

- Put systems in place to recruit and retain
- Intentionality
- Mentoring
- Inquiring “What do you need?” Inside Out
- Faculty represent students
- = reached standard of excellence
- Students’ ideas would be valued and reflected up through administrative level
- Campus celebrates differences
- Students and staff challenge thoughts and ideas
- Open conversations are welcome and common
- Various perspectives are reflected in curriculum
- Executive leaders are diverse
- Conversations

Afternoon Small Group Discussion Questions and Notes (in mixed groups)

- 1. What are the biggest obstacles/challenges we face in recruiting and retaining faculty and staff of color and American Indian faculty and staff?**
- 2. What did we hear from the Keeping Our Faculty Symposium that might help our efforts to recruit and retain faculty and staff of color and American Indian faculty and staff and address the obstacles we face?**

3. **What current efforts underway could we use/leverage to enhance how we recruit and retain faculty and staff of color and American Indian faculty and staff?**
4. **What would it take to meet an aspirational goal of our faculty and staff mirroring our student population?**

(Small Groups tended to answer the questions above holistically, not in any particular order. The notes below are transcribed as found from the flipchart paper.)

- Not tracking applicant pool demographics
- Searches (Blind reviews, Search firms)
- Lack of responsiveness
- Cluster hiring/spousal hires
- Location (?)
- Exit interviews that yield accurate information and better data collection
- Assess climate (retention – recruitment)

Biggest obstacles/challenges

- Faculty – lack of commitment to change
- Lack of faculty of color
- Lack of capacity of HR offices – more transactional
- CHRO/AA/CDO – lack of collaboration
- Search committee reflection
- Transferrable skills

Institutional accountability

- Measurement
- Definition of excellence
- Genuine commitment
- Hostility
- Build genuine relationships
- Check biases
- Acknowledge deficiency
- Change expectations for financial responsibility of candidates
 - Make \$ investment
- Need leaders to lead
- Is there a keeping staff symposium?
- Campuses missing support
- Rarely travel reimbursement for staff
- Updating PDs can be hurtful
- Focus on adjuncts and TAs University
- Culture to be open about language
- Are staff perceived as making a difference?

- Advising, support and tutoring
- Letting go your privilege
- Skepticism and perception of AA hire)
- Pay equity
- Affirmatively recruit
- “Diversity recruiters”
- Retention **before** recruiting
- Timing (search starting)
- \$\$ restrictions
- Interviewing
- P.D.
- Posting deadlines
- Too late for subject matter expert
- Commitment without \$ is counterfeit
- Minnesota culture/climate
- Walk the walk
- Connect with community resources (groups)
- Concierge concept (HR office supports new staff and faculty)
- Formalized mentoring – more than one year long
- Listen in with faculty and staff periodically through first couple years
- Anti-bullying training and intervention

2nd Small Group Discussion Questions and Notes (participants met in similar B/U groups)

- 1. What limitations, specific to our bargaining unit, do we have that prevent us from successfully recruiting and retaining faculty and staff of color and American Indian faculty and staff?**
- 2. What could be done differently?**
- 3. We are we willing to work towards?**

IFO and MSCF table notes

Limitations

- Dedicated funding at system level for diversity hires
- Opportunity hires
 - Partner hires
- Faculty supported by statewide IFO, but not as much on campus
 - Some local FA
 - All administrators (present company excepted)

The 5 Criteria

- Service is under-valued

- Faculty of color and American Indian faculty are called up on to do a **lot** of service
 - Yet not given its due credit
 - Not time for the other criteria
- Retention problems
 - Faculty on campus forcing out faculty of color and Native American faculty

MSUAASF and MAPE table notes

Limitations

MSUAASF

- Lack of moving expenses for entry-level positions
- Lack of promotion and opportunities
- Lack of institutional professional development
- Provide bargaining unit feedback so they can negotiate effective change

MAPE

- Probationary period one year, no reason needed for dismissal
- Complete lack of promotional opportunities
- Commitment from leaders to support good hiring practices, cultural competency and professional development
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MMA table notes

- Can't pay for travel for staff
- No HB1 sponsorships for staff
- Pay equity
- Need more professional development
- The learning curve is longer than we think
- MnSCU takes time, sometimes a lot of time, to make decisions
- MnSCU doesn't always follow their own rubrics

AFSCME table notes

- Processes or lack of processes for hiring (search committees) or existence of
- Lack of opportunities for advancement and professional development
- Lack of voice (input)
- \$\$ lack of many step increases
- Follow guidelines working across bargaining units
- Share governance
- Inclusive system
- Acknowledge worth of each and every one