

# University of Denver (DU): Status of People of Color

Report of Findings and Recommendations

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**Creative Diversity Solutions**

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# Structure of the Report

- ▶ Methodology
- ▶ Participation rates
- ▶ Listening & interpreting data
- ▶ Positive themes
- ▶ Opportunities for improvement by six focus areas
- ▶ Recommendations
- ▶ Appendices

## Methodology

- ▶ Interviews
- ▶ Focus Groups
- ▶ Online surveys
  - Faculty
  - Staff
- ▶ Custodians: Paper survey
- ▶ Unit-Level Survey
- ▶ Review of Policies & Procedures

## Participation Rates

- ▶ Interviews: 15
- ▶ Focus Groups: 16
- ▶ Online surveys
  - Faculty: 235 out of 710 (33% participation)
  - Staff: 470 out of 1602 (30% participation)
  - Custodial survey: 58
- ▶ Unit-Level Survey

## Listening to Data

- ▶ People's reactions to the data are more data. So notice your own reactions.
- ▶ Where quotes are provided, they are representative of themes we heard, but there is no way to specify the number of people who would endorse a particular comment.
- ▶ It helps to look at the data not as "right" or "wrong" but from the perspective of what can be learned from it.
- ▶ Perceptions are important even if they can't be "proven." There are always multiple realities in any organization.

## Interpreting Data

- ▶ Statistically significant difference at .05 level of significance is denoted by an \*
- ▶ Faculty data: confidence level = 95% within +/- 5%
- ▶ Staff data: 95% within +/- 5%
- ▶ Look for patterns and trends and themes
- ▶ Sample size less than 10 have not been included
- ▶ Unsure responses have been included in the totals (Percentage differences would be higher if “unsure” category was not there, more whites unsure than POC).

## Important points to consider

- ▶ *When DU is looked at overall, in terms of the satisfaction of staff and faculty, the numbers look quite good.*
- ▶ ***However, digging deeper, when the same questions are asked by race and/or gender, the numbers show very different levels of satisfaction.***
- ▶ *This study is looking beyond the general levels of satisfaction in the broader DU population, to examining the differences when it comes to race and gender.*
- ▶ *Inconsistencies with hiring/search practices, support provided to address diversity-related issues, advancement/tenure and salary/compensation, there is overall dissatisfaction regardless of race and gender.*

## Positive Themes

Most of DU's staff (and many faculty) agree that the general environment is comfortable at DU considering their...

	Faculty	Staff
Country of Origin	69.4%	78.4%
Gender	78%	79.8%
Language/Accent	58.1%	73.1%
Race/Ethnicity	60.5%	74.1%
Socio-economic status	44.2%	71.3%

## Positive Themes

Most of DU's staff (and many faculty) agree that DU is a good place to work regardless of...

	Faculty	Staff
Country of Origin	72.2%	83.5%
Gender	75.8%	77.1%
Language/Accent	64.1%	75.1%
Race/Ethnicity	64.4%	76.2%
Socio-economic status	64.9%	73.7%

## Positive Themes

Most faculty feel like a valued member of the community and that the general environment is welcoming for people from diverse backgrounds.

	I feel I am a valued member of the community	The general atmosphere is welcoming for people from diverse backgrounds
In my department:	80.2%	84%
In my academic unit:	79%	79.4%
At DU:	76.2%	71%

## Positive Themes

Most staff feel like a valued member of the community and that the general environment is welcoming for people from diverse backgrounds.

	I feel I am a valued member of the community	The general atmosphere is welcoming for people from diverse backgrounds
At DU:	73.1%	78%
In my unit:	78%	85.7%

## Positive Themes

- ▶ *“I feel valued being asked to be on different search committees for positions that are outside of my office and my realm.”*
- ▶ *“When I interviewed here, it was the only place where I felt like I didn’t have a lot of racial micro aggressions; I felt like our faculty was really educated and informed.”*
- ▶ *“I think I feel most included dealing with the students.”*
- ▶ *“You feel valued when your colleagues value the contributions you make in the little ways they express it and the things they trust you about.”*

## Positive Themes

- ▶ *“The places I have felt the most valued have been in my one-on-one relationships with supervisors and my department where I’m working.”*
- ▶ *“When salary and merit increases have been in effect, that’s been a good way to feel appreciated - when they were frozen last year, it was just such a morale killer.”*
- ▶ *“From my perspective, from having been here for almost 20 years now, I think over the long run things have gotten a lot better for people of color here - at least faculty of color, I don’t know about staff.”*
- ▶ *“I had great ‘Mom hours’ when my children were young, and that was something that I really valued.”*

# Opportunities for Improvement and Recommendation Areas

Diversity  
Vision/Leadership/Accountability

Recruitment of Staff and Faculty  
of Color

Advancement of Staff and Faculty  
of Color

Inclusive Campus Climate &  
Cultures

Resources & Responsibilities

Policies & Procedures

# DIVERSITY VISION/LEADERSHIP AND ACCOUNTABILITY

»» Representative Themes &  
Comments

## Diversity Vision/Leadership & Accountability

Staff and faculty of color express concern over lack of representation of women and people of color in senior administrative positions.

- ▶ *“If I look at the senior administration, I can name the people who don’t look like me....that is kind of problematic.”*
- ▶ *“We need more diversity at the higher administration level. The same privileged white men have been running the university for too long.”*
- ▶ *“We must have more diversity in the upper levels of administration. If you look at the longest serving, highest ranked positions on campus, they are all white men. If there is not a highly ranked position for a white man on campus, it is miraculously created out of nowhere. There is no money for raises, but Assistant Vice Chancellors pop up often.”*

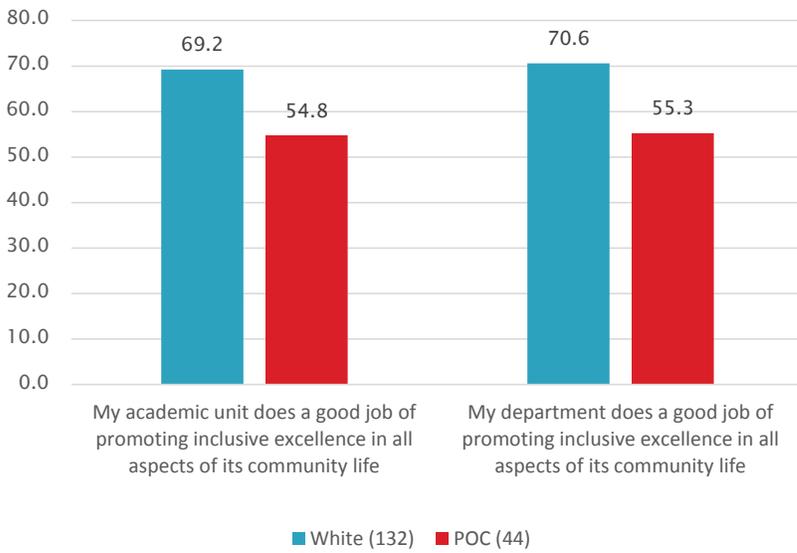
# Diversity Vision/Leadership & Accountability

Staff and faculty of color report a lack of commitment and accountability for Inclusive Excellence at all levels (including Trustees).

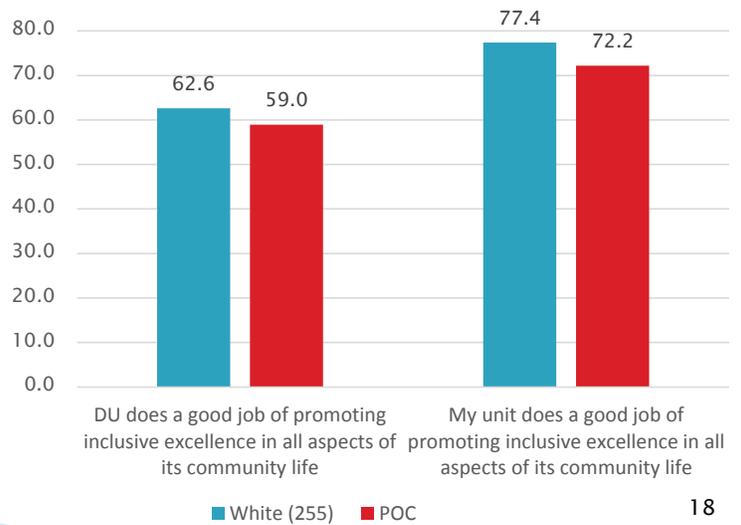
- ▶ *“Trustees [are] interested only in those who are donors – who are often not POC or women.”*
- ▶ *“We are told that there is a philosophy about certain things but no formal policy.”*
- ▶ *“There’s zero accountability throughout, and you see that even with the evaluation system.”*
- ▶ *“Every single employee and unit should be held accountable for real, regular and meaningful action to improve inclusion. Compliance with law/policy is treated as enough; there is no consequence for not striving for adequate, much less excellence.”*
- ▶ *“I would love to see an inclusive excellence section added into PEDS job duties or goals for all staff. It is unfortunate that we would need to require this, but salary and merit drive true reflection of ones contributions on campus. Also, we need to be clear that diversity is not only related to race/ethnicity.”*

# Diversity Vision/Leadership & Accountability

Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



Percentage of **staff** respondents who **strongly agree or agree** with the statements...



## Diversity Vision/Leadership & Accountability

Staff and faculty of color in certain departments perceive inadequate action from senior leadership related to egregious examples of inappropriate behavior or comments.

- ▶ *“There was an incident where a faculty member called a prospective student a ‘mutt,’ because she was biracial.”*
- ▶ *“Nothing is done and everything is swept under the rug.”*
- ▶ *“There’ve been incidents on campus over the last couple of years that involved discrimination and students being generally awful to each other and intolerant. There’s not a structure that already exists within campus to show that this, really, can’t be tolerated.”*
- ▶ *“The culture of bullying has got to stop!”*

# Recruitment of Staff & Faculty of Color

»» Representative Themes &  
Comments

## Recruitment of Staff & Faculty of Color

Many staff and faculty of color report inconsistent hiring patterns and lack of accountability in the overall hiring process.

- ▶ *“It’s a multistep process, so if you don’t kick out the person of color in the first round (so you don’t look like a total racist), you get to the second round and you say, ‘Well, we met them at the hiring conference and I didn’t think it was a good fit.’”*
- ▶ *“Surprised to see the level of purposefulness that existed in the Daniels College of Business Dean’s search – how inclusive and how amazing that search is in comparison to other Dean searches.”*
- ▶ *“Faculty Scholars Fund is not being used (help with minority hires).”*
- ▶ *“It is ridiculous the way we do this – it’s a checkbox in hiring.”*
- ▶ *“Total randomness about when a search is required and when a person can just be appointed.”*

4 of the 13 academic units stated that they have a plan for recruiting domestic historically underrepresented faculty (8 stated they do not and 1 left the question blank).  
Unit-level survey 2014

## Recruitment of Staff & Faculty of Color

Many staff and faculty of color report inconsistent hiring patterns and lack of accountability in the overall hiring process.

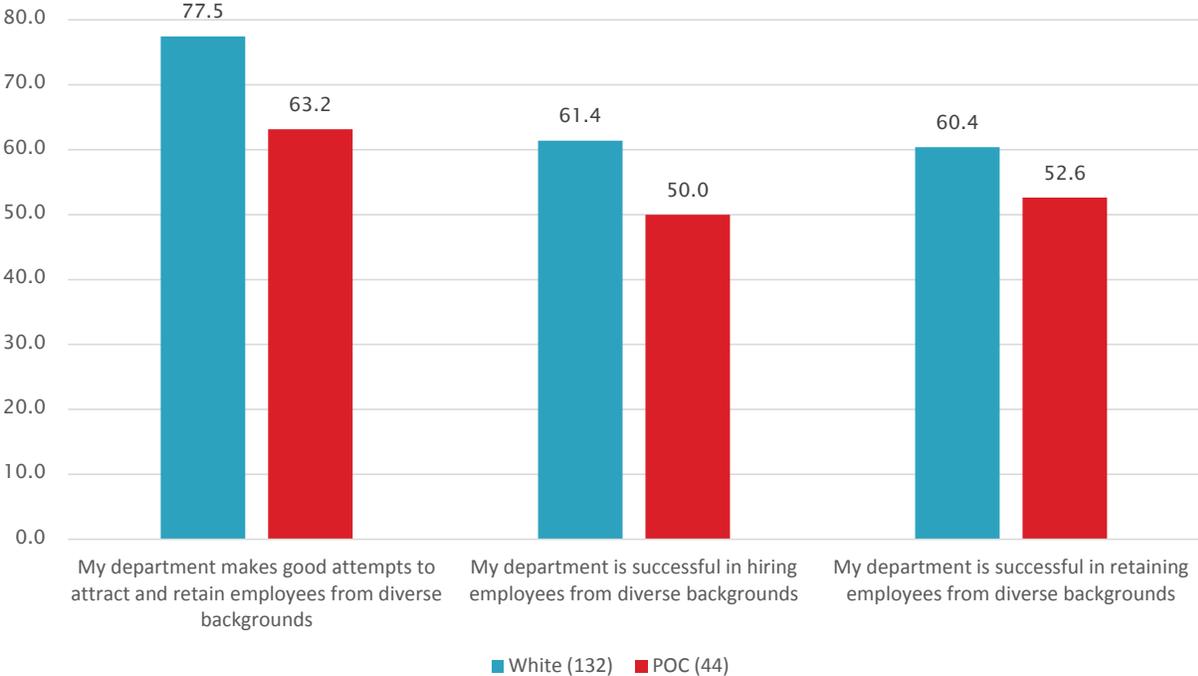
- ▶ *“There’s really no explanation that’s ever given for how it’s determined that a search is required or not and then what the search looks like - if it’s an internal search.”*
- ▶ *“I would like to see standardized hiring procedures across the DU campus. In our department, the decisions are up to the hiring chair and inclusivity is usually not a consideration. Typically we see the same types of hires because the same people are in charge of hiring. It would be good to see some standardization of expectations across campus.”*
- ▶ *“There is no accountability for what goes on throughout the hiring process - not only as part of recruiting diverse candidates, but then once there is a pool of candidates and people are interviewed, decisions are made throughout the process that are based on anything other than what is in the job description. I hear a lot about ‘fit,’ for example. Like, ‘Oh, my God, they’re not gonna fit.’”*

10 of the 46 units stated that they have a plan for recruiting domestic historically underrepresented staff.

Unit-level survey 2014

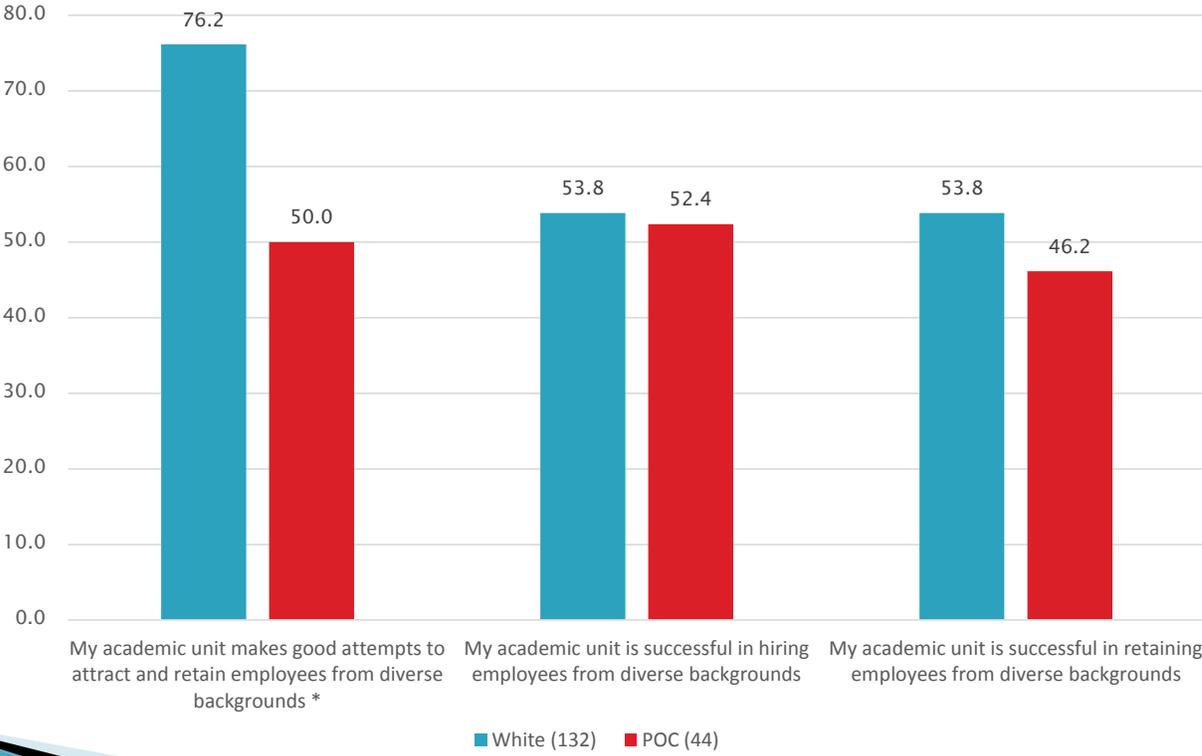
# Recruitment of Staff & Faculty of Color

Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



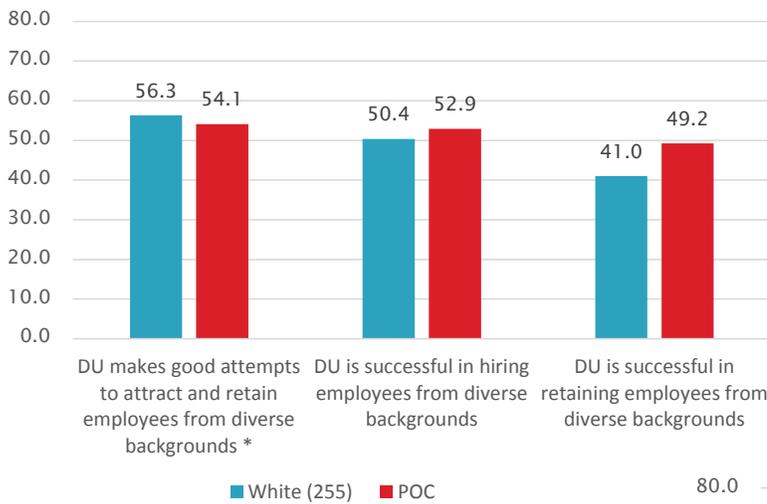
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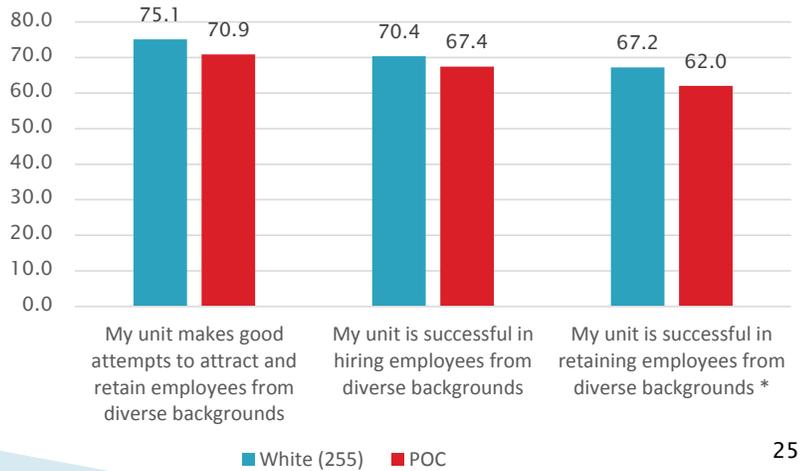


# Recruitment of Staff & Faculty of Color

Percentage of **staff** respondents who **strongly agree or agree** with the statements...



Percentage of **staff** respondents who **strongly agree or agree** with the statements...



# Advancement of Staff & Faculty of Color

»» Representative Themes & Quotes

## Advancement of Staff & Faculty of Color

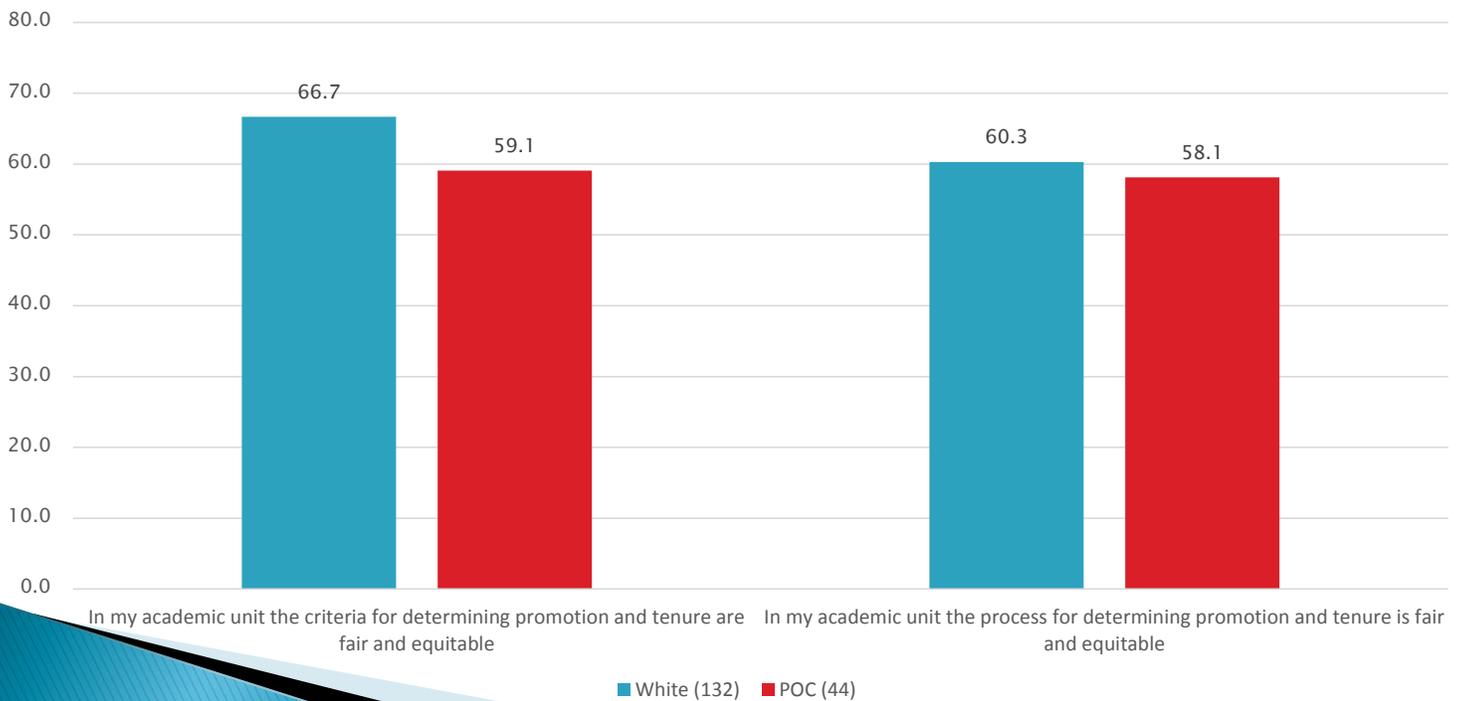
Faculty of color perceive criteria for tenure and promotion decisions as inconsistent and unclear.

- ▶ *“You have this person who’s published five things, and you have this person of color who might have published ten, and they’ll say ‘Yeah, but they’re not in very good journals.’”*
- ▶ *“‘But how many articles did you write this year?’ and where did they get published? Because if they didn’t get published in ‘my kind of journals’ then they don’t count.”*
- ▶ *“We can hire faculty of color, but if we don’t promote them because they don’t publish in the right journals – ‘they spend too much time with students and not enough time on scholarship’ – it’s not gonna make a difference.”*

# Advancement of Staff & Faculty of Color

Many faculty perceive criteria for tenure and promotion decisions as inconsistent and unclear.

Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



## Advancement of Staff & Faculty of Color

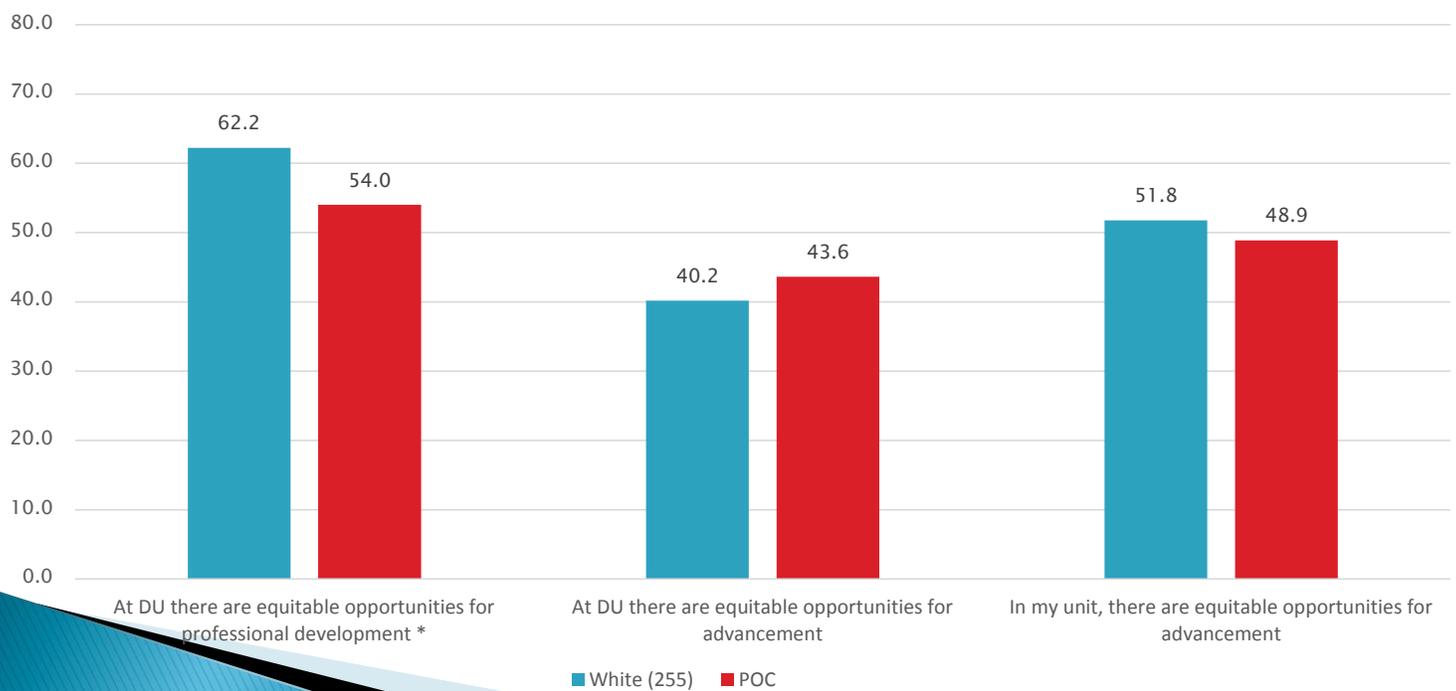
There is widespread perception among staff and faculty of color that there is no room for growth and advancement at DU.

- ▶ *“There’s a perceived limited opportunity for advancement, so there’s competition for those individual positions of advancement for women and people of color.”*
- ▶ *“I asked, ‘Don’t we have a black candidate?’ and she said, ‘We’re not going to bring in less quality just to hit a quota.’”*
- ▶ *“There’s nowhere to go except a lateral move.”*

# Advancement of Staff & Faculty of Color

Many staff are dissatisfied and perceive inequities related to advancement, professional development etc.

Percentage of **staff** respondents who **strongly agree or agree** with the statements...



## Advancement of Staff & Faculty of Color

Many staff of color perceive lack of mentors and role models for people of color.

- ▶ *“I think it’s really important for you to find a woman and maybe a woman of color who can help you understand the different systems that you have to navigate through, but who is that on this campus?”*
- ▶ *“A lot of times I realize that if I have a serious concern, there’s no one that has melanin in their skin that I can talk to. The upper level is white for the most part.”*
- ▶ *“Fatigue of people of color needing to be ‘the point people’, the mentors, and serve on every committee, despite their low numbers!”*

# Campus Climate & Culture

»» Representative Themes & Quotes

## Campus Climate and Culture

Faculty and staff of color perceive the general environment at DU to be less positive as compared to their white counterparts.

- ▶ *“I’m one of these people - I don’t like pulling the race card, I don’t like pulling the good ole’ boy card, but sometimes you’re like, ‘Oh my God it’s in your face!’ and you can’t deny it.”*
- ▶ *“They put us on the front page as if the whole school is just made up of us really attractive people of color! But when it comes to who’s getting promoted and who’s getting positions, it just seems like there’s a group of folks who are so good at gaming the system, and that group of folks is mostly white men. Maybe I just didn’t get the manual on how to game the system; but it’s easier for men to game the system.”*
- ▶ *“Then there’s that self-doubt, where you say: ‘Did that really happen? No, I’m making a big deal of it.’ It’s small and it’s subtle but it adds up. Even when it’s big, it’s the way that it gets forgiven for other people.”*

## Campus Climate and Culture

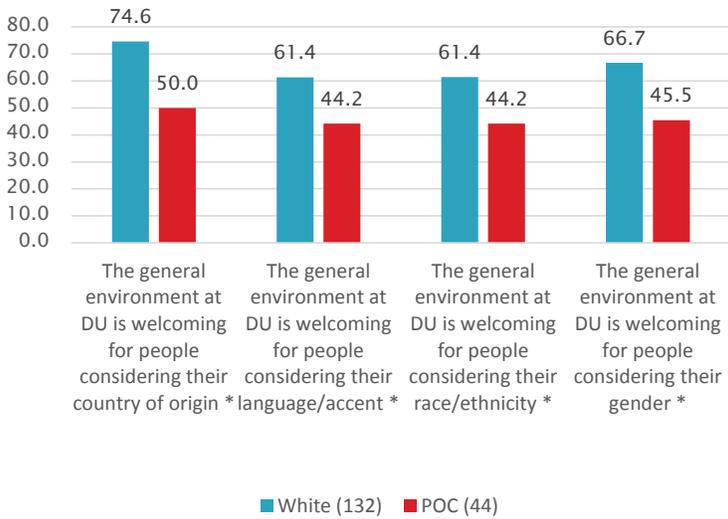
Faculty and staff of color perceive the general environment at DU to be less positive as compared to their white counterparts.

- ▶ *“I’m gonna use very strong language - inequity is a very gentle term that we’re using here. I would call it blatant discrimination, and I experience that on a regular basis. I think that there aren’t enough disincentives or punishments at the individual level that will take care of that. It’s all a law of numbers.”*
- ▶ *“I don’t think most people push back because there’s a climate, I think, of fear of speaking up; fear if you say something in the grant proposal you put out that it will not be approved to go through - for me that’s weird. I’ve never heard of anything like that before. It’s a definite climate of fear. People are silent.”*
- ▶ *“I even had a hard time walking across campus with gear without being confronted by campus safety.”*

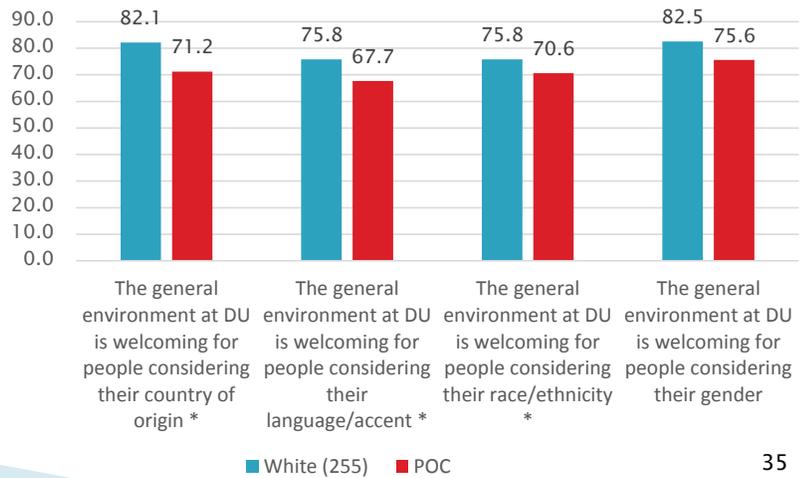
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Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



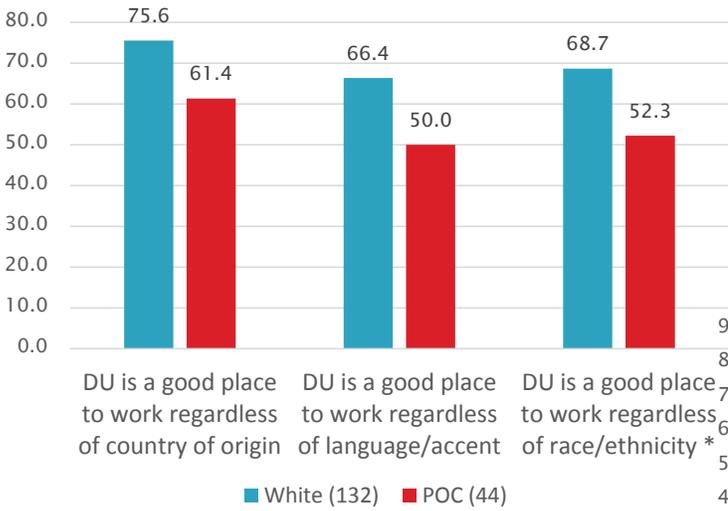
Percentage of **staff** respondents who **strongly agree or agree** with the statements...



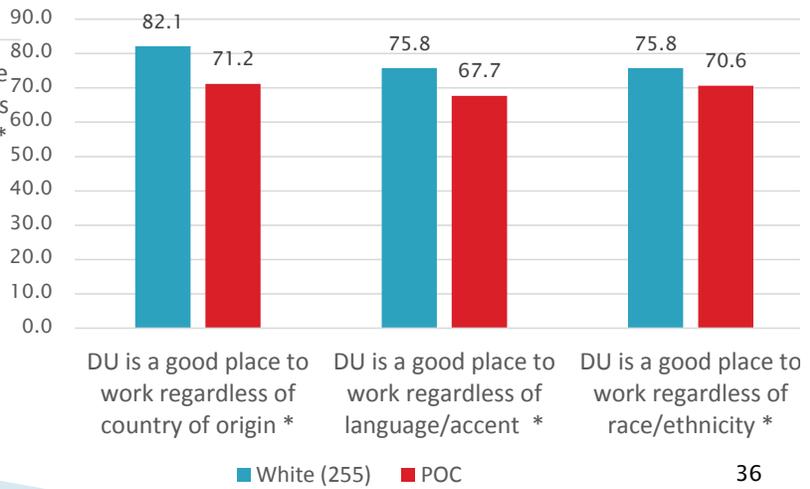
# Campus Climate & Culture

The perception about “DU being a good place to work” is less positive for faculty and staff of color as compared to their white counterparts.

Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



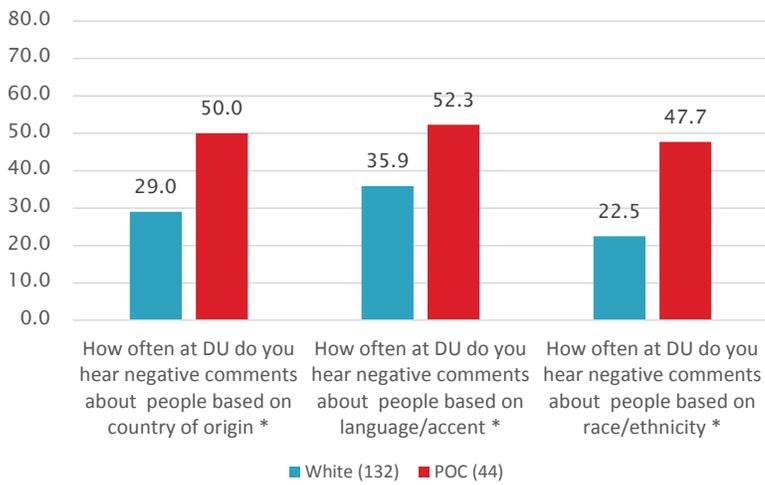
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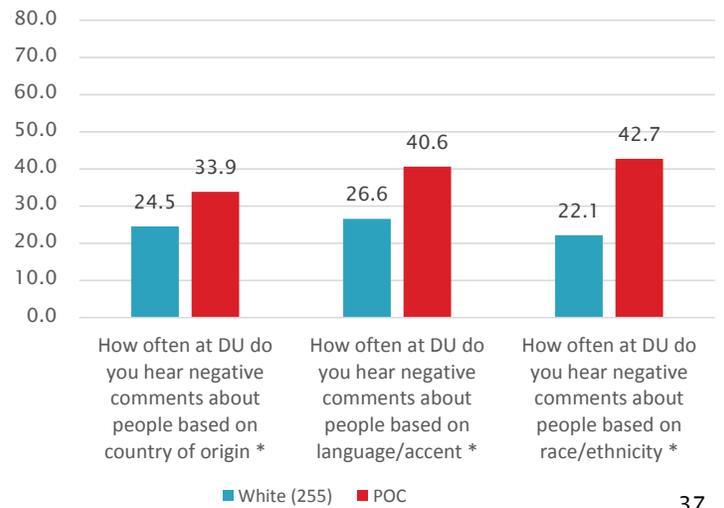
# Campus Climate & Culture

Faculty and staff of color are more likely to hear negative comments related to country of origin, language/accent; race/ethnicity.

Percentage of **faculty** who **sometime or often** hear negative comments related to.....

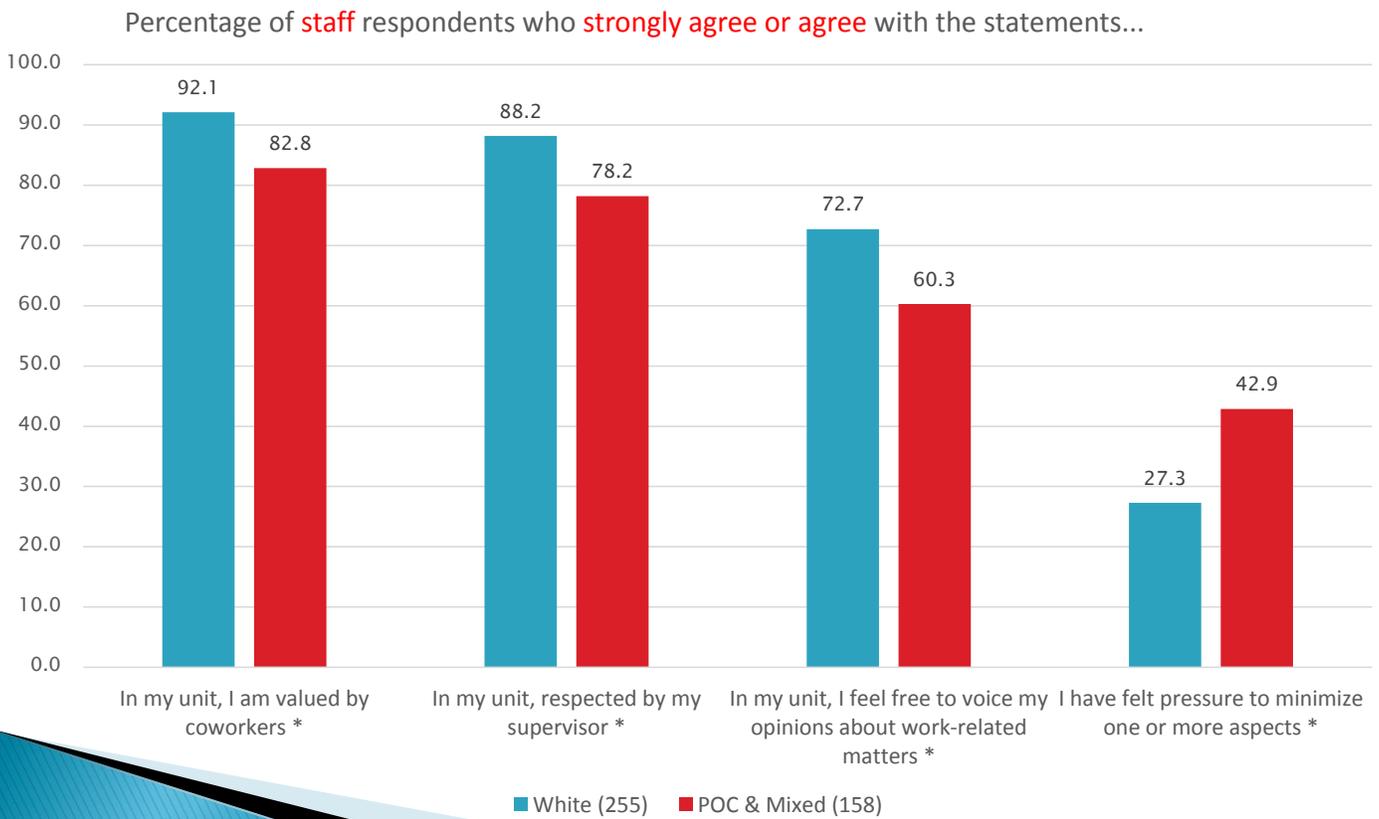


Percentage of **staff** who **sometime or often** hear negative comments related to.....



# Campus Climate & Culture

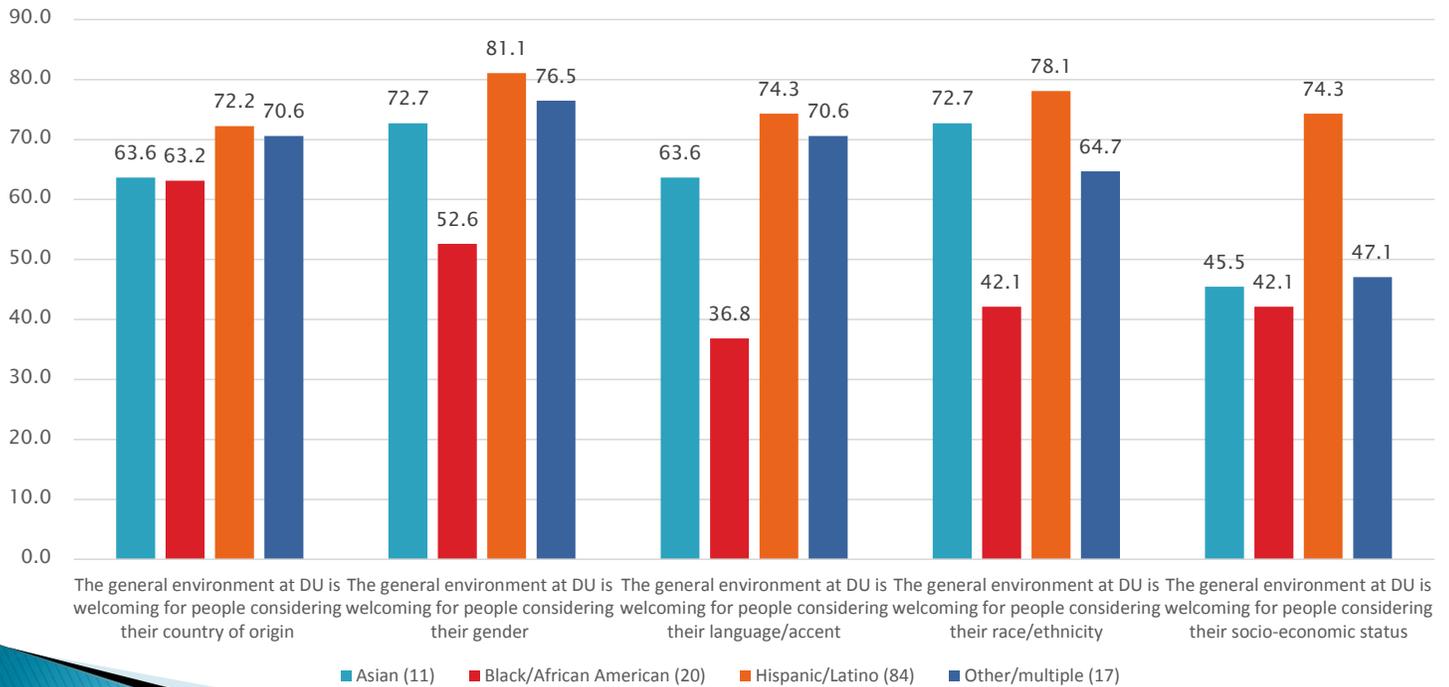
Staff of color less satisfied with their experience in their units as compared to their white counterparts.



# Campus Climate and Culture

Black staff is the least satisfied with their experience at DU as compared to the other people of color groups.

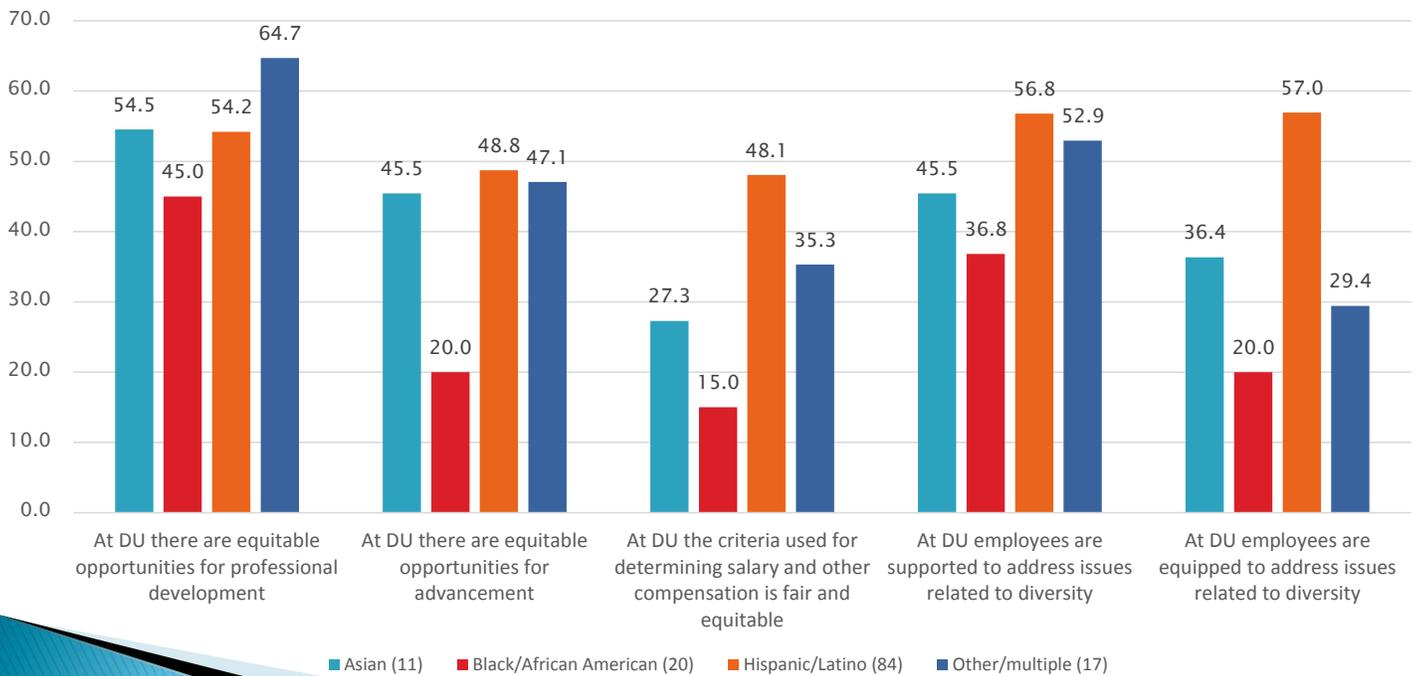
Percentage of staff respondents who strongly agree or agree with the statements.....



# Campus Climate and Culture

Black staff is the least satisfied with their experience at DU as compared to the other people of color groups.

Percentage of **staff** respondents who **strongly agree or agree** with the statements.....



## Campus Climate and Culture

International faculty and staff perceive biases associated with country of origin, accent etc.

- ▶ *“Have seen stuff like this: ‘speaks good English’ or ‘Doesn’t need a translator’- it actually has an impact on perception and how people respect you and your work.”*
- ▶ *“A Law School faculty member was denied tenure because some students had difficulty understanding her- that was basis for tenure rejection for a distinguished scholar.”*
- ▶ *“One faculty member had students and faculty ridicule her accent in the presence of colleagues, even when she asked them to stop.”*
- ▶ *“I’ve been here [many] years, and I still have colleagues who don’t know what my name is, or who mispronounce my name.”*

## Campus Climate and Culture

Custodial staff perceive the environment at DU to be less positive as compared to other staff.

- ▶ *“We have to work more, for less pay, and the supervisors continue the same, intimidating people, abusing us and doing whatever they want.”*
- ▶ *“I mean, they are rude, they don’t know how to manage a group. And then they get mad and start threatening people.”*
- ▶ *“Even when they have had training, their behavior does not change. Supposedly, they already took classes, but I don’t get it because they are still doing whatever they want.”*
- ▶ *“Before they (the University) sent us a lot of mail. Now the supervisors don’t even put anything in our boxes. We don’t know anything now, we knew everything before.”*
- ▶ *“They don’t want us to have union meetings during work hours- makes this very difficult for us to come in on Saturdays, because we also have a family life.”*

# Resources & Responsibilities

»» Representative Themes & Quotes

## Resources and Responsibilities

Many staff and faculty believe that although CME is working well, it could be more visible and strategic.

- ▶ *“It was something that the University adopted seven or eight years ago, and it seems with the new head of CME, it just seems like there’s been a little bit more focus and a little bit more ‘oomph’ behind it lately.”*
- ▶ *“Even though it’s a University-wide mission, I think you could leverage that and give it more wings.”*
- ▶ *“It does not feel that CME is being fully leveraged. The location says a lot.”*
- ▶ *“We started with invisibility and no places to go, no person to appeal to and now we have Frank Tuitt, who is part of the Provost’s circle, and we have lots more resources.”*

## Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

- ▶ *“I don’t understand. You mandate sexual harassment training, you mandate us to watch that classroom ‘active shooter’ training, you mandate everything else!”*
- ▶ *“But that’s typical of DU, because they won’t even train managers to be managers.”*
- ▶ *“Tenure review for faculty, in which inclusive excellence (and sensitivity) training are required components. It is time all faculty and senior administrators learn to engage with students and staff (especially) with respect and collegiality.”*
- ▶ *“Mandatory diversity training for faculty that are teaching. While DU offers several opportunities to engage in diversity training/dialogue, it is the same people that attend the trainings (i.e. Diversity Summit, Women’s Conference).”*

## Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

- ▶ *“Need employee training on relating to students/parents from another race/culture/disability level so employees are better equipped to provide excellent customer service for the DU community.”*
- ▶ *“Everyone who works at DU needs to participate in mandatory, meaningful diversity (including socio-economic), cross-cultural, and communication skills training. This should include self-assessments, awareness-raising, and on-going practice. A one-time workshop would not be effective.”*
- ▶ *“I think making this inclusive excellence training, that we require of staff, also required of faculty.”*

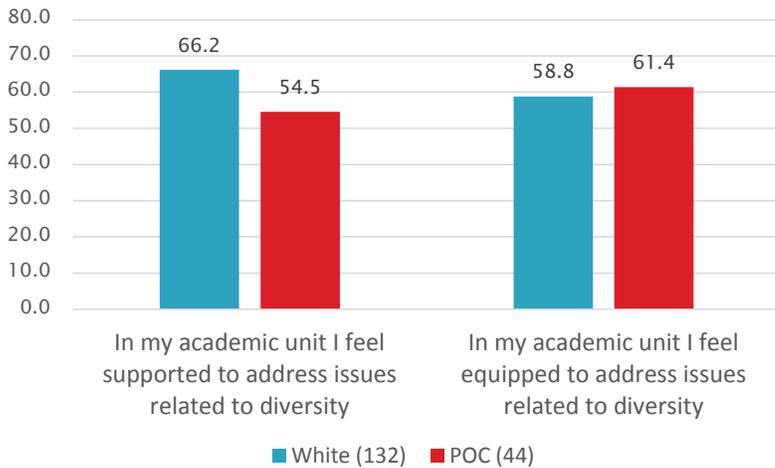
18 of the 46 campus units reported that their unit provides development or training for staff and faculty outside of programming provided centrally by Human Resources and the Center for Multicultural Excellence related to diversity.

Unit level survey 2014

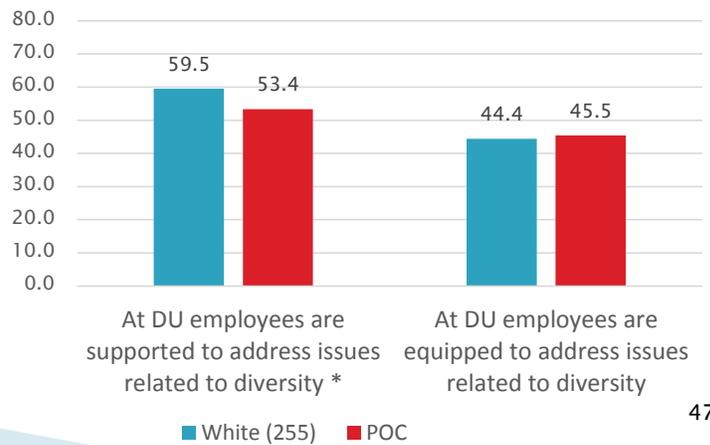
# Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

Percentage of **faculty** respondents who **strongly agree or agree** with the statements.....



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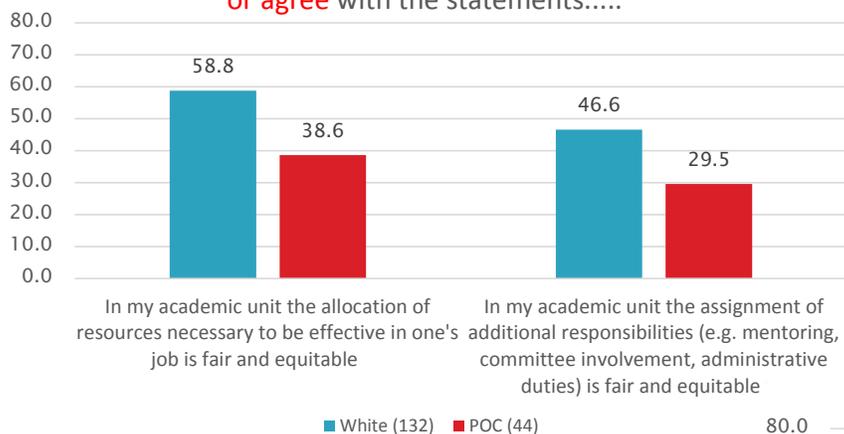
## Resources and Responsibilities

Many staff and faculty of color perceive allocation of resources and additional responsibilities as inequitable.

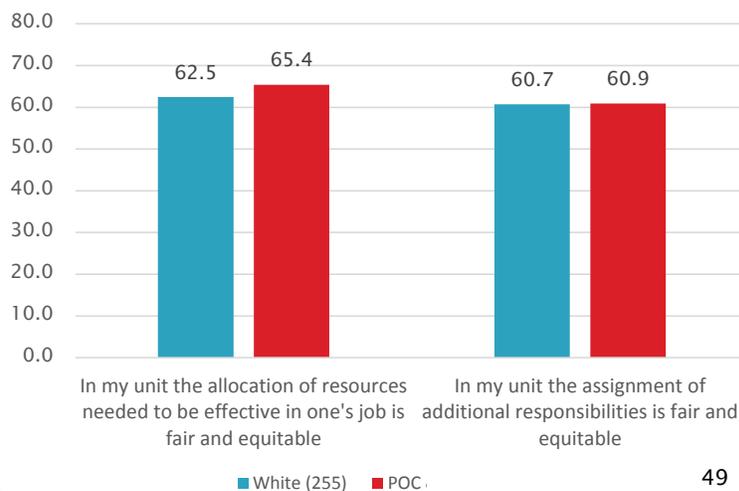
- ▶ *“I can talk from a faculty perspective in terms of resources, and I guess I’m comparing them to where I am: there’s no support. I find that I’m asked to do things that I would normally not do.”*
- ▶ *“The University wants us to be engaged, involved, and they’ve invested into it; but when you have your office you can’t. You don’t really understand where you play or how you play, which I think holds a lot of people of color back because they don’t have time; they have their day-to-day responsibilities and they have no flexibility to participate if they want to.”*
- ▶ *“It always seems like a disproportionate number of women or people of color are always on committees. We are never recognized or rewarded for our contributions. It is kind of damned if you do , damned if you don’t.”*

# Resources and Responsibilities

Percentage of **faculty** respondents who **strongly agree or agree** with the statements....



Percentage of **staff** respondents who **strongly agree or agree** with the statements...



# Policies and Procedures

»» Representative Themes & Quotes

## Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- ▶ *“Some really frustrating experiences around female faculty salaries.”*
- ▶ *“Oh yes, we’re going to look at this! We’re going to fix it!’ And then it gets ‘adjusted,’ but not in a way that’s transparent and not in a way that you feel you can trust the results.”*
- ▶ *“Look at how the annual merit increases are given: they’re given as a percentage of your base salary. You’re already coming in at a low, low base, right? Even if I publish in the top journal, that one piece, because as a percentage of my base salary, it’s already 1/3 of what my incompetent colleague has published.”*
- ▶ *“Endowments have grown but not reflected in better salaries for staff and faculty.”*

## Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- ▶ *“We need real, open and transparent study of staff salaries so you could compare salaries across campus and real professional development opportunities, perhaps the design of tracks that would allow for the development of staff.”*
- ▶ *“An honest and transparent explanation of salaries and budget resources in units. It feels like DU is a club where resources, FTE, and the value of a unit is determined by political affiliation and friendship.”*
- ▶ *“I'd like for staff salaries to be evaluated across units and for pay to be equalized.”*
- ▶ *“Pay equity and transparency. There has been a lot of buzz around women FACULTY's unequal pay around here, but very little talk around female STAFF pay inequities. Not to mention the gross difference in pay between faculty and staff even if such staff hold large amounts of leadership and responsibilities.”*

## Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- ▶ Only 34.1% white faculty and 34.1% faculty of color *agree or strongly agree* that in their academic unit, the process for determining salaries and other compensation is fair and equitable.
- ▶ Only 30.7% white staff and 38.2% staff of color *agree or strongly agree* that at DU, the process for determining salaries and other compensation is fair and equitable.

## Policies and Procedures

Many faculty and staff believe that insufficient childcare opportunities exist at DU.

- ▶ *“Held out as a plum when you come to DU and then nothing, really.”*
- ▶ *“Childcare Center on campus is very expensive and does not give any priority to DU faculty or staff.”*
- ▶ *“Childcare option is promised and then not delivered- huge disparity that you won’t realize until it’s upon you.”*

## Policies and Procedures

*Mentoring opportunities reported as uneven depending on school/unit and whether one is faculty or staff.*

- ▶ *“Better for tenure track faculty than non-tenured faculty and vary across departments.”*
- ▶ *“Faculty mentoring for new faculty may cross departments, and this seems to work well in a number of departments.”*
- ▶ *“Very good mentoring at Daniels and in graduate psychology-it depends very much on the school you are in.”*
- ▶ *“New mentoring program has been introduced very recently by HR for staff.”*

## Policies and Procedures

*Handling and follow up of discrimination complaints in an effective manner is problematic.*

- ▶ *“No gender ombudsman anymore- what happened to that role?”*
- ▶ *“10-12 of most important cases that AAUP has handled in recent years were for either women or ethnic minorities.”*
- ▶ *“There is no system in place to report complaints and actually get them investigated.”*

## Top 2-3 barriers to an inclusive environment at DU

Faculty	Staff
Lack of a diverse student body (45.6%)	Lack of commitment from senior administration (34.3%)
Lack of diverse faculty (39.6%)	University organizational structure (32.8%)
Lack of commitment from senior administration (33.1%)	Lack of time/resources to support inclusive excellence (30.3%)

# University of Denver (DU)

## Recommendations: Diversity & Inclusion at DU

**Ibis Consulting Group, Inc.**

Shilpa Pherwani, M.S.

**Creative Diversity Solutions**

Myra Hindus, MSW



## Recommendation Areas

Diversity  
Vision/Leadership/Accountability

Recruitment of Staff/Faculty of  
Color & Women

Advancement of Staff/Faculty of  
Color & Women

Inclusive Campus Climate &  
Cultures

Resources & Responsibilities

Policies & Procedures

# DIVERSITY VISION/LEADERSHIP AND ACCOUNTABILITY

»» Recommendations

## **DIVERSITY VISION/LEADERSHIP AND ACCOUNTABILITY**

- 1. Ensure that the next strategic plan incorporates diversity, including specific diversity goals with measurable outcomes.**
- 2. Elevate the Chief Diversity Officer position to report to the Chancellor and also be a part of the senior team.**
- 3. Develop plan to achieve greater diversity among senior level administrators and the Board of Trustees.**
- 4. Ensure implementation of preliminary recommendations through the two existing committees, guaranteeing that this process continues.**

# Recruitment of Staff/Faculty of Color & Women

»» Recommendations

## RECRUITMENT OF STAFF & FACULTY

- 1. Develop an aggressive, deliberate and intentional recruitment strategy for faculty of color, incentivizing competitive hires. Develop a document on faculty hiring to be used in all searches, with best practices included.**
- 2. Develop a staff hiring process that includes resources on the development of more diverse pools and provide training to support inclusive excellence in all searches.**
- 3. Ensure consistency and accountability in all searches.**

# Advancement of Staff/Faculty of Color & Women

»» Recommendations

## **ADVANCEMENT OF STAFF & FACULTY**

- 1. Include diversity related competencies in all performance evaluations for staff and faculty, with incentives provided for increasing strong performance in this area.**
- 2. Create, enhance and communicate consistent policies and opportunities for advancement for faculty and staff.**
- 3. Enhance the retention of diverse faculty and staff through the provision of special funds and support (i.e. mentoring, research support and training on diversity).**

# Inclusive Campus Climate & Culture

»» Recommendations

## **INCLUSIVE CAMPUS CLIMATE & CULTURE**

- 1. Retain and attract more students, faculty and staff of color through a range of financial, academic and other support.**
- 2. Provide quality diversity education for all faculty and staff, including orientation for new employees.**
- 3. Establish ongoing communication strategy focused on D&I. Communicate widely the educational rationale for increased diversity throughout DU.**
- 4. Continue to seek feedback from staff and faculty concerning their experience at the University, as well as conduct the unit level survey on a regular basis to benchmark progress.**

# Resources & Responsibilities

»» Recommendations

## **RESOURCES & RESPONSIBILITIES**

- 1. Fund specific position for a specialist within the Office of Teaching and Learning focused on faculty development in the area of diversity and inclusion.**
- 2. Continue a yearly survey of all units and create a unit by unit integration plan for inclusion efforts across all areas.**
- 3. Create a taskforce to study childcare issues and needs at DU. Explore options for staff and faculty in this area.**

# Policies and Procedures

»» Recommendations

## **POLICIES & PROCEDURES**

- 1. Conduct a full compensation study using a blind evaluation of salaries.**
- 2. Review all policies, procedures and practices to promote consistency and transparency across all schools.**
- 3. Ensure that there is an effective and well-publicized mechanism to deal with and investigate faculty, staff and student allegations of discrimination, sexual assault and sexual harassment.**

## Appendices

- ▶ Appendix A: Benchmarking
- ▶ Appendix B: Promotions by race and gender for DU schools
- ▶ Appendix C: Data by Schools
- ▶ Appendix D: Best Practices
- ▶ Appendix E: Summary of unit level survey

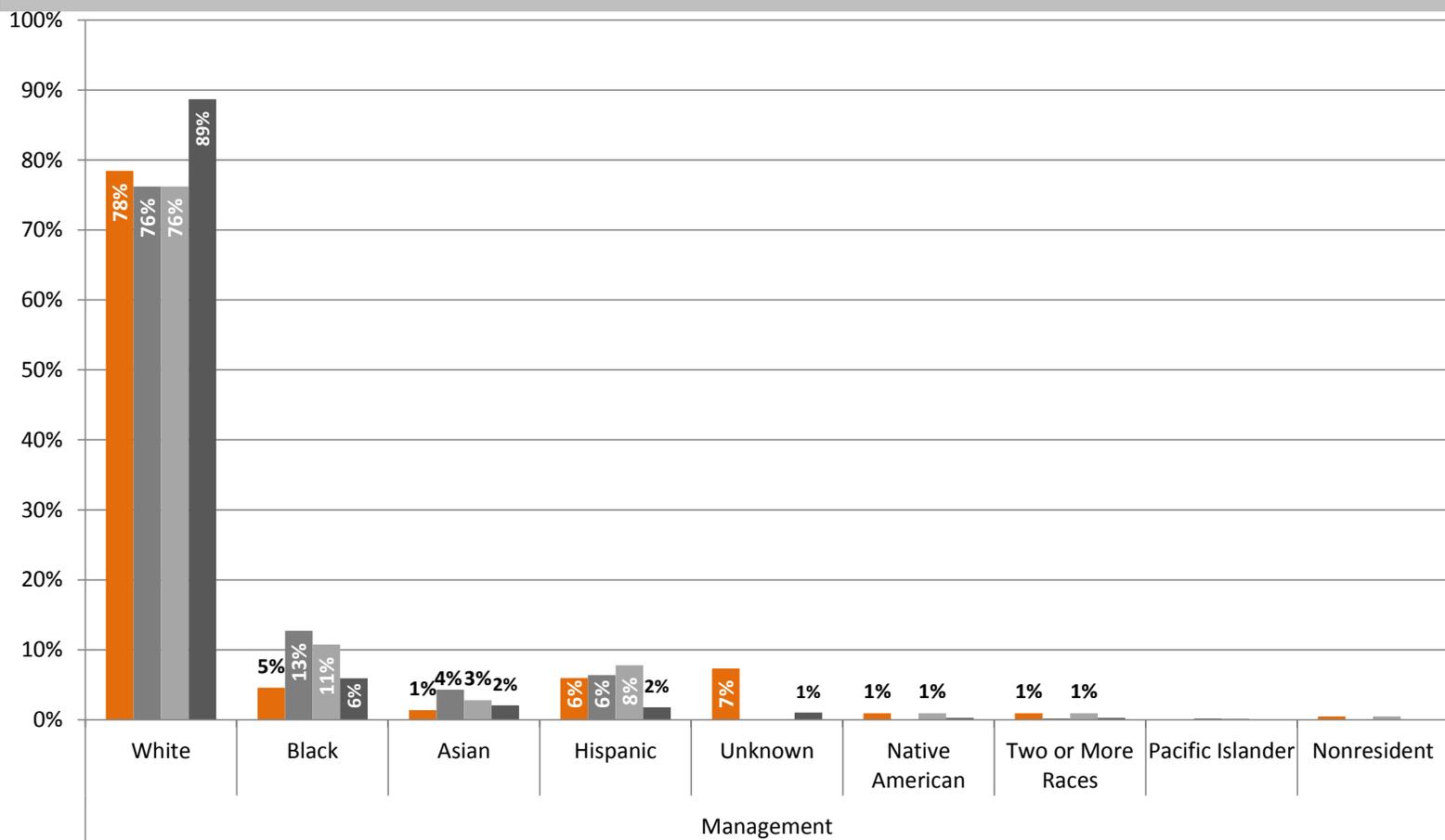
## Appendix A: Benchmarking

»» Syracuse, American University,  
SMU

## Benchmarking Themes

- ▶ Fewer Blacks & Asians in management positions as compared to peer institutions
- ▶ More Blacks & Asians in the administrative support & other roles as compared to peer institutions
- ▶ Number of Blacks at Professor and Associate Professor levels lower as compared to peer institutions
- ▶ Number of Hispanics at Associate and Assistant Professor levels higher as compared to peer institutions
- ▶ Number of Asians at Professor, Associate Professor and Assistant Professor levels lower as compared to peer institutions

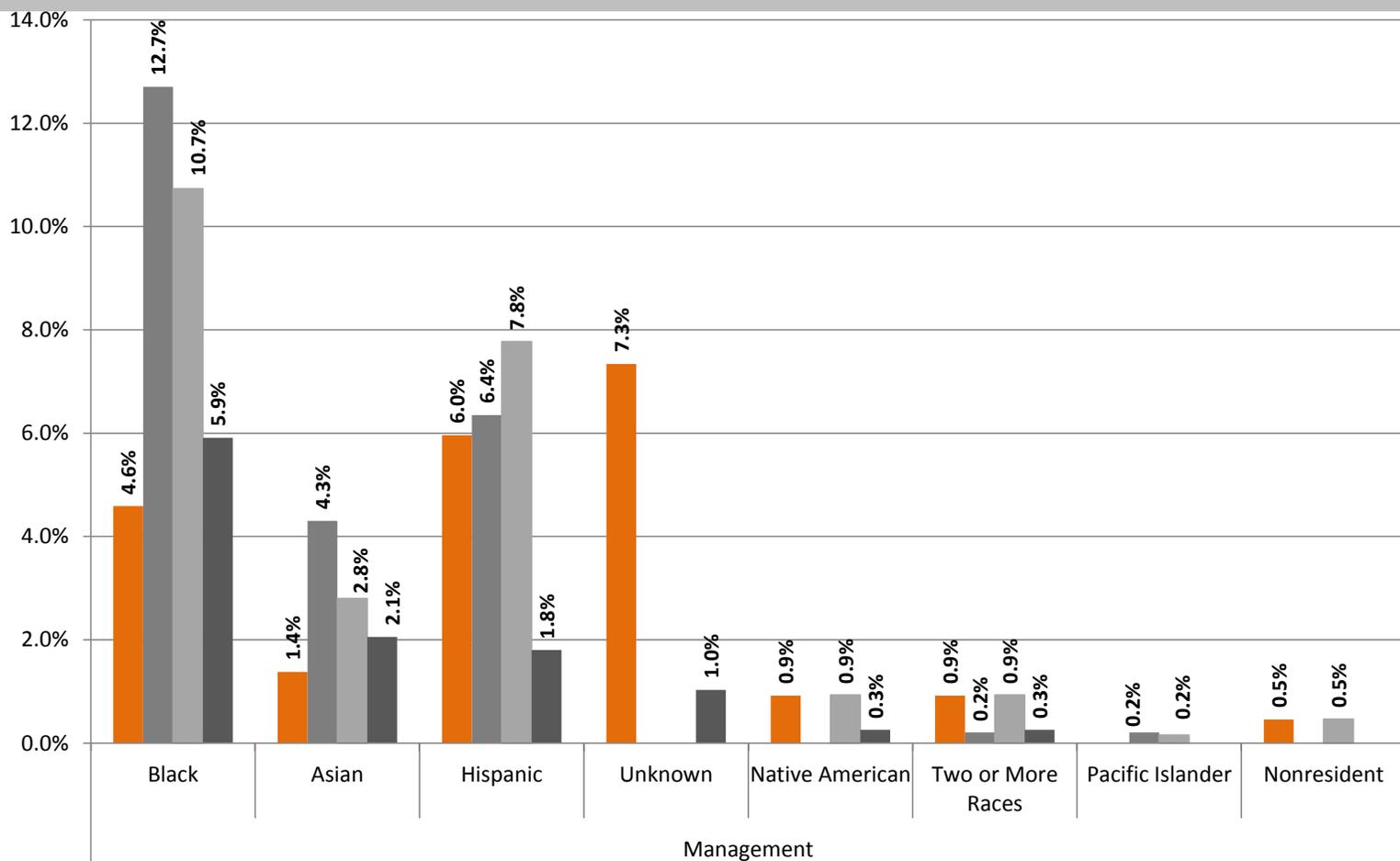
# 2012 University of Denver & Comparison Institutions Management Staff by Race



(Source: IPEDS)

■ University of Denver   
 ■ American University   
 ■ Southern Methodist University   
 ■ Syracuse University

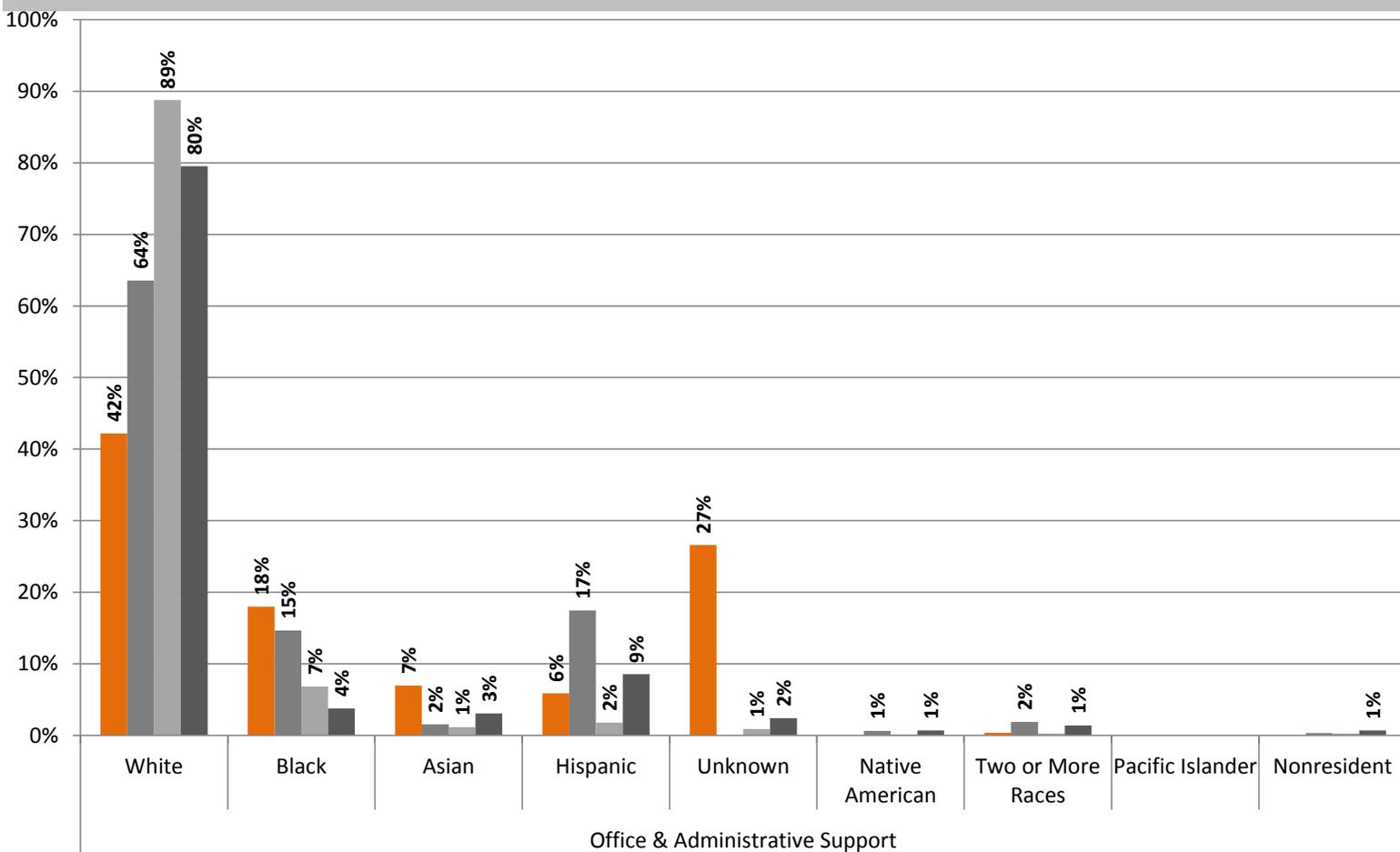
# 2012 University of Denver & Comparison Institutions Management Staff by Race (Non-White)



(Source: IPEDS)

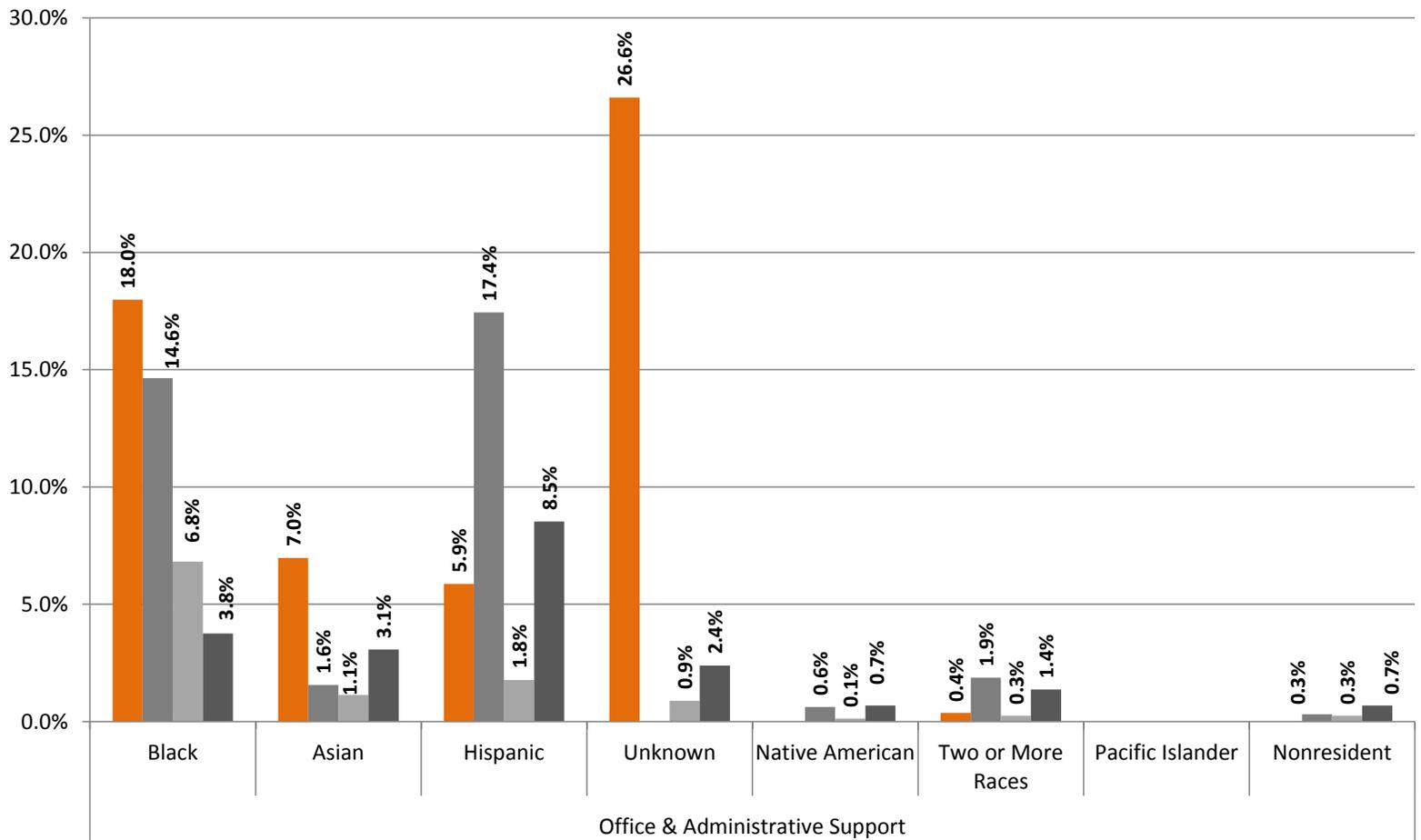
■ University of Denver   
 ■ American University   
 ■ Southern Methodist University   
 ■ Syracuse University

# 2012 University of Denver & Comparison Institutions Office & Administrative Support Staff by Race



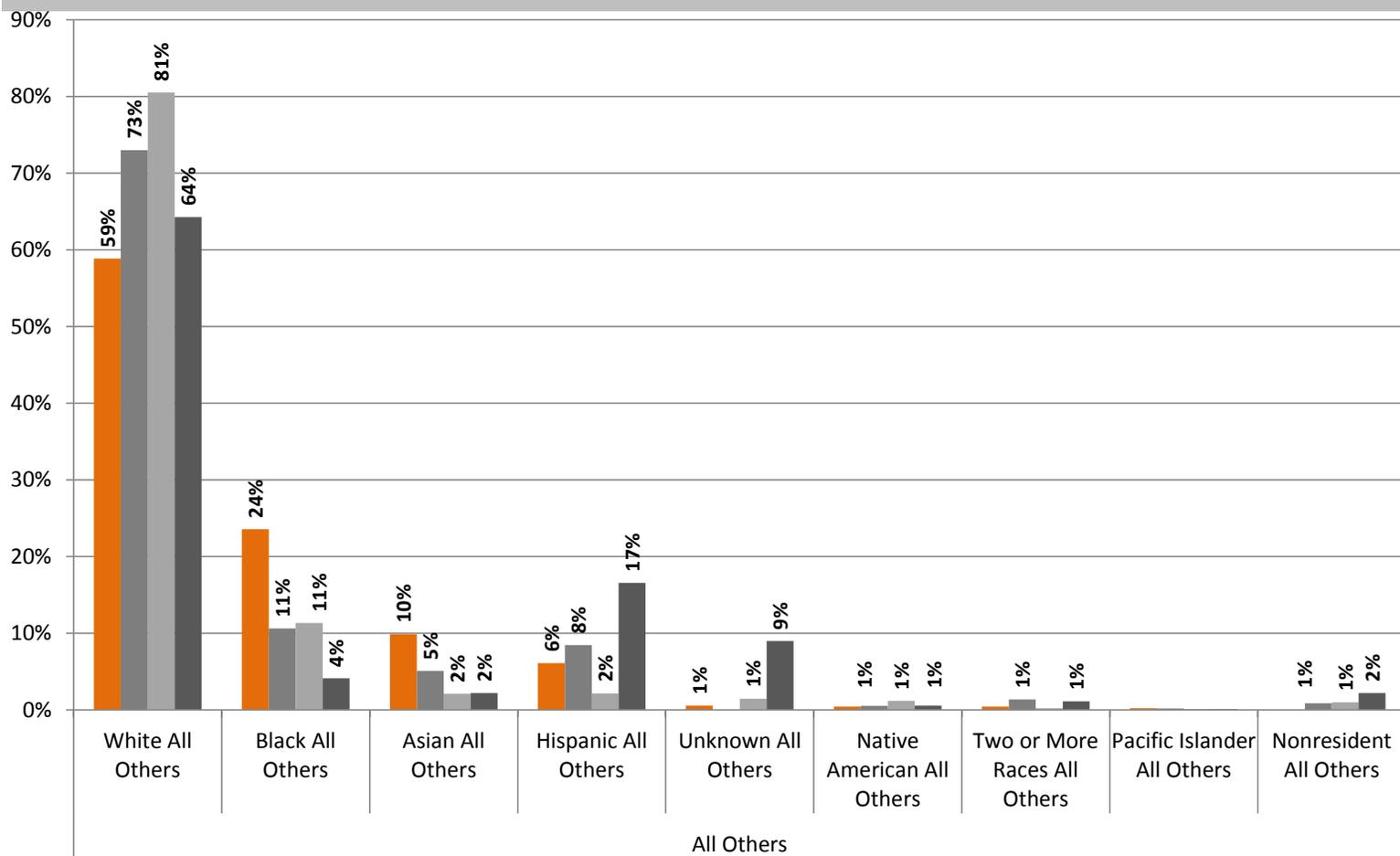
(Source: IPEDS) University of Denver American University Southern Methodist University Syracuse University

# 2012 University of Denver & Comparison Institutions Office & Admin Staff by Race (Non-White)



(Source: IPEDS) University of Denver American University Southern Methodist University Syracuse University

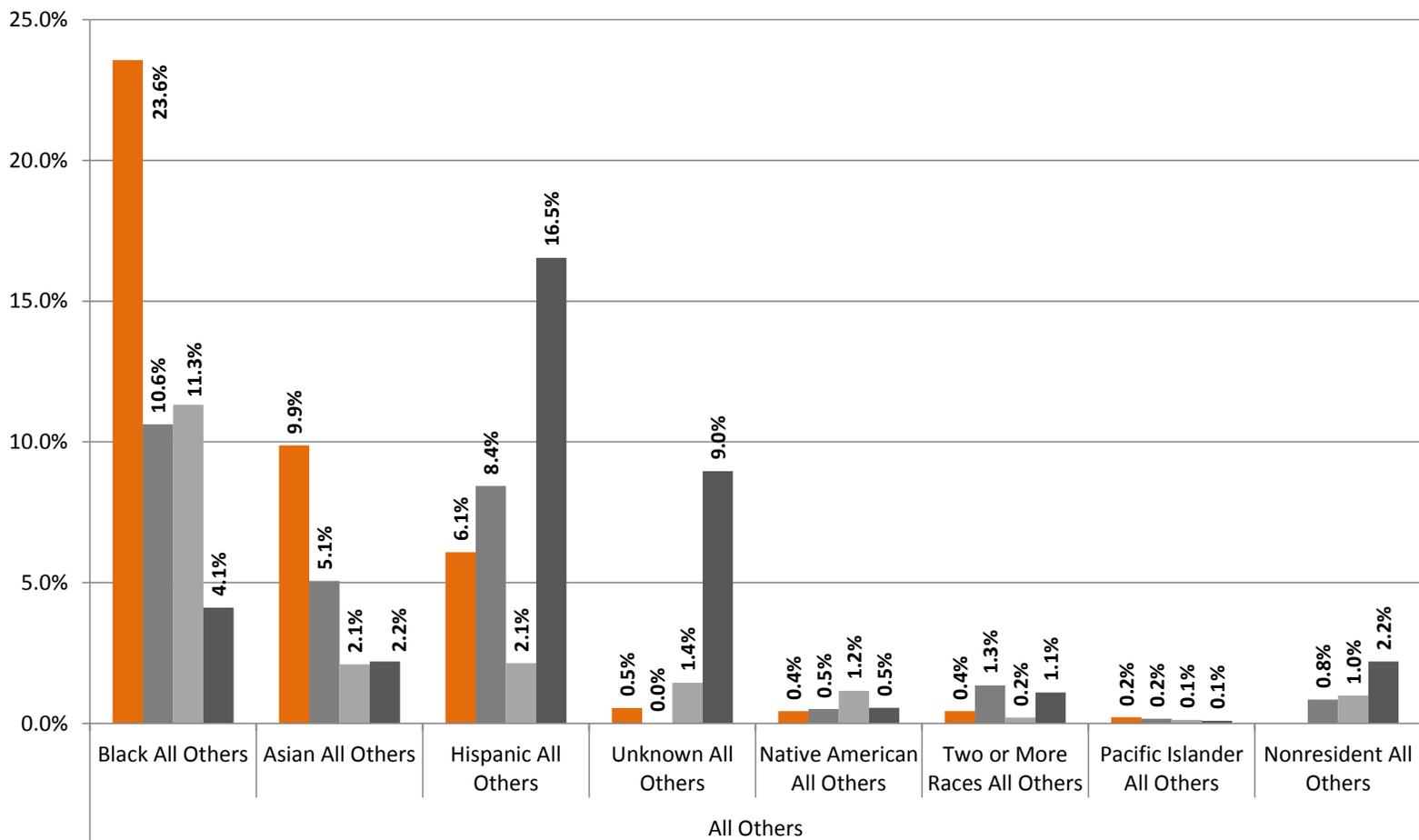
# 2012 University of Denver & Comparison Institutions All Other Staff by Race



(Source: IPEDS)

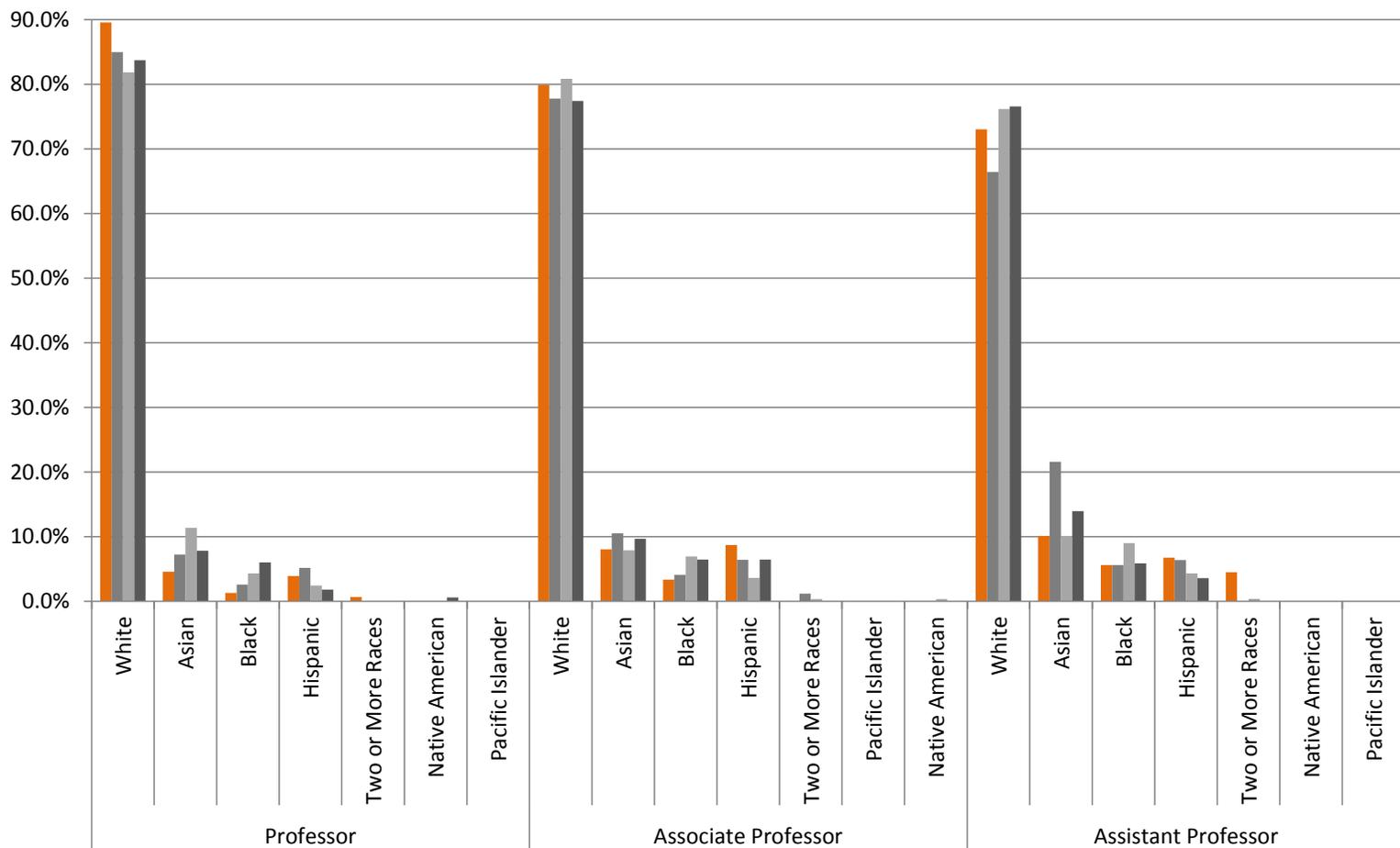
■ University of Denver    
 ■ American University    
 ■ Southern Methodist University    
 ■ Syracuse University

# 2012 University of Denver & Comparison Institutions All Other Staff by Race (Non-White)



(Source: IPEDS) University of Denver American University Southern Methodist University Syracuse University

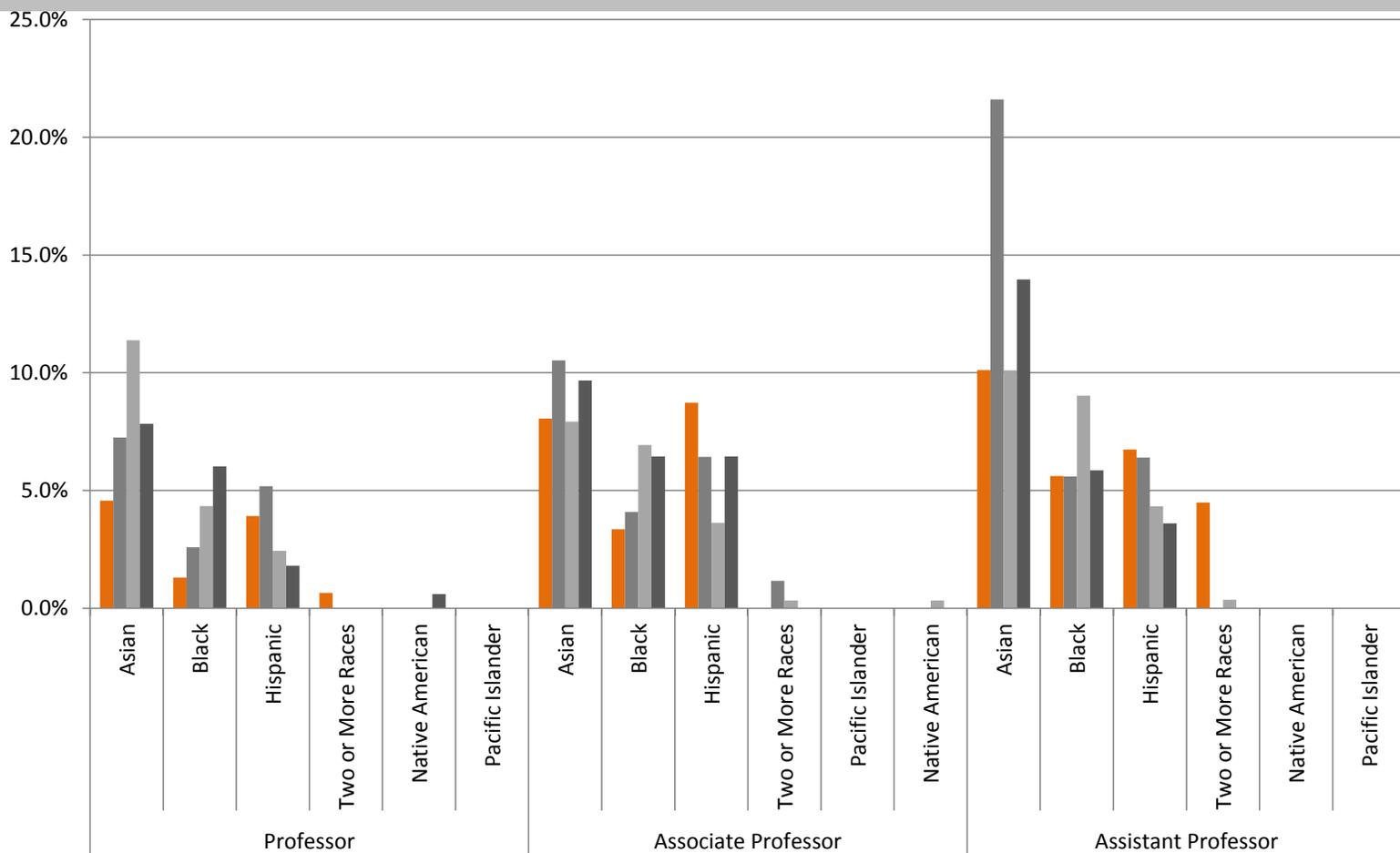
# 2012 University of Denver & Comparison Institutions Faculty by Race



(Source: IPEDS)

■ University of Denver   
 ■ Southern Methodist University   
 ■ Syracuse University   
 ■ American University

# 2012 University of Denver & Comparison Institutions Faculty by Race (Non-White)

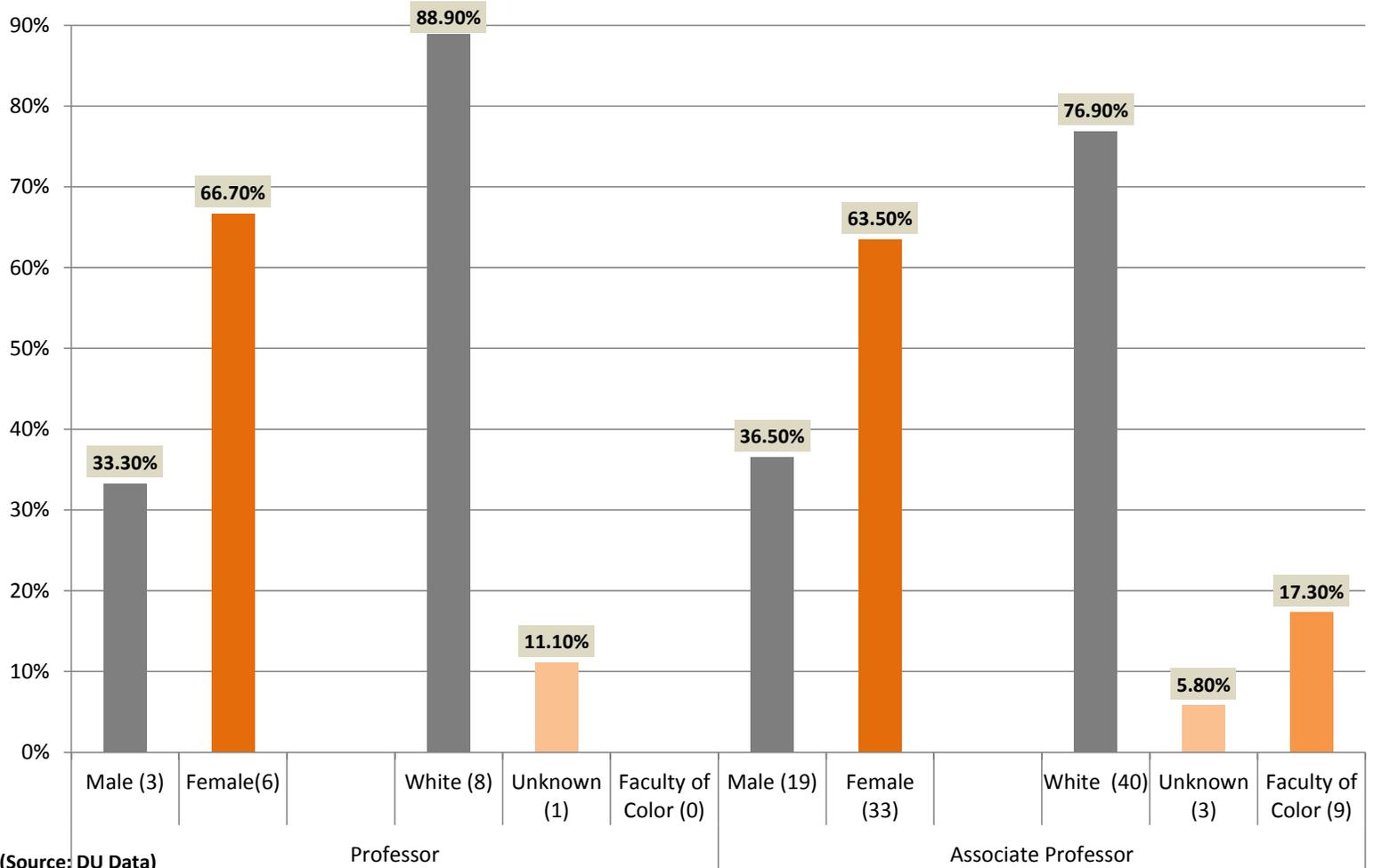


(Source: IPEDS) University of Denver Southern Methodist University Syracuse University American University

## Appendix B

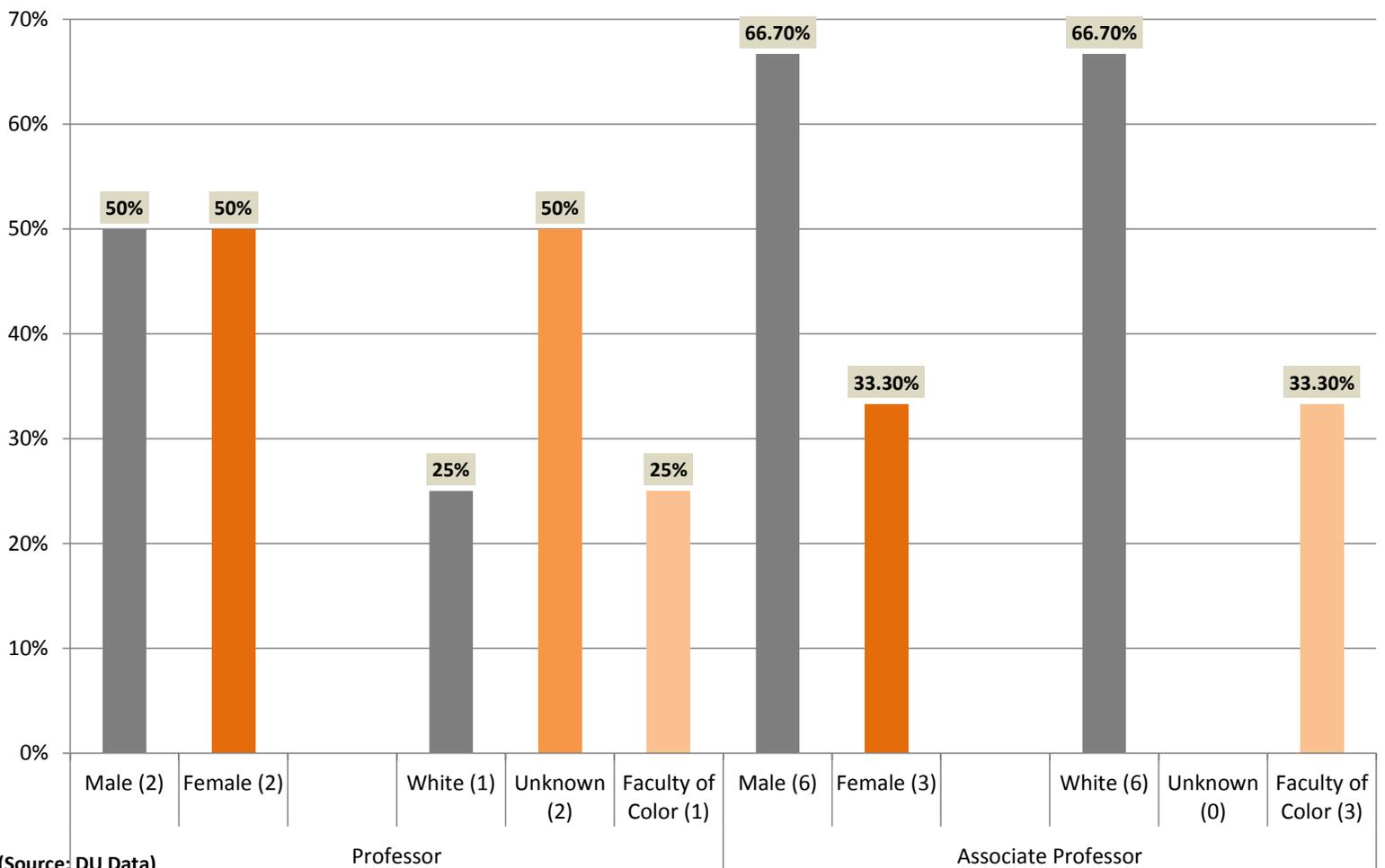
»» Promotions by race and gender for  
DU schools

# 2009 - 2013 University of Denver Arts & Humanities Faculty Promotions by Gender & Race

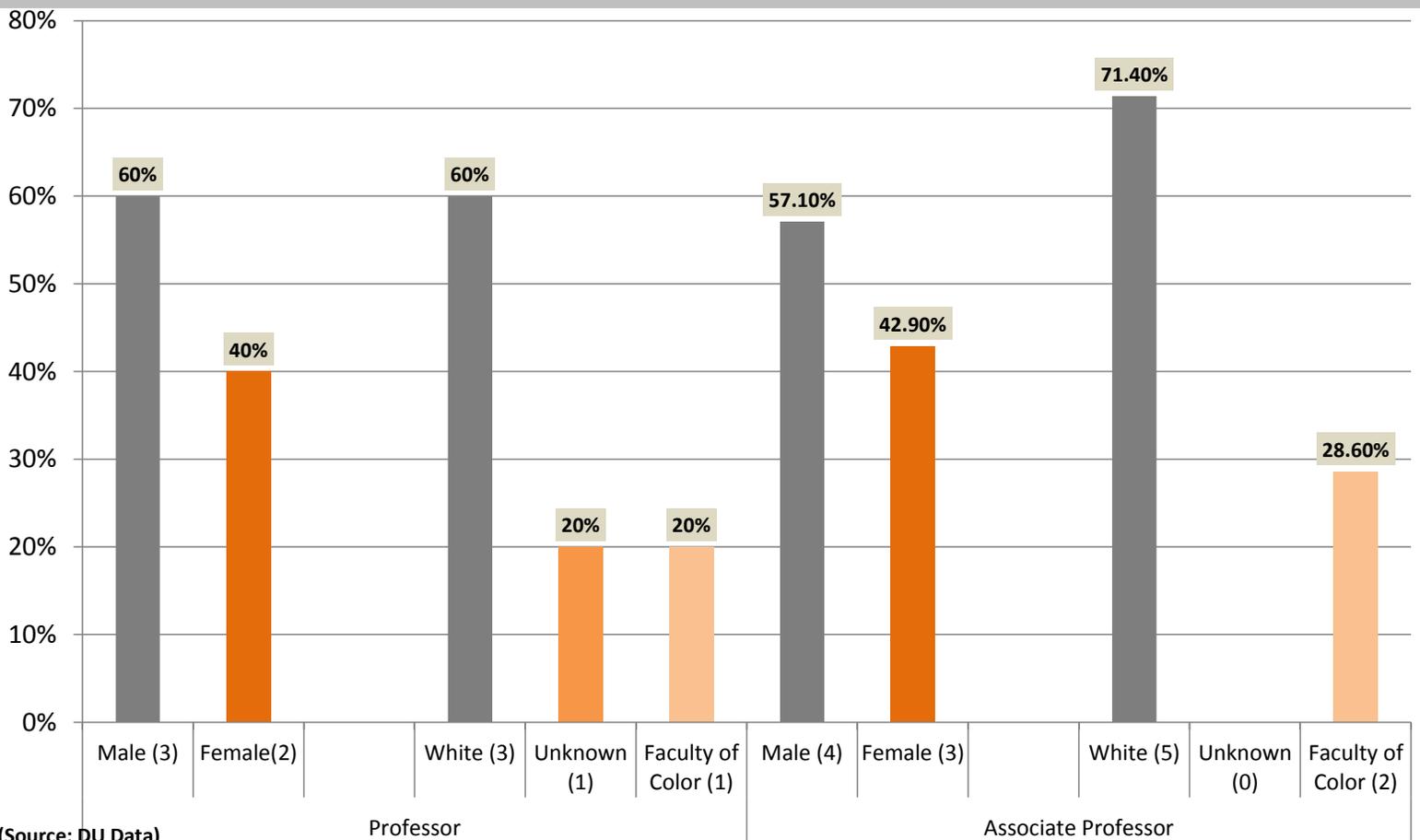


(Source: DU Data)

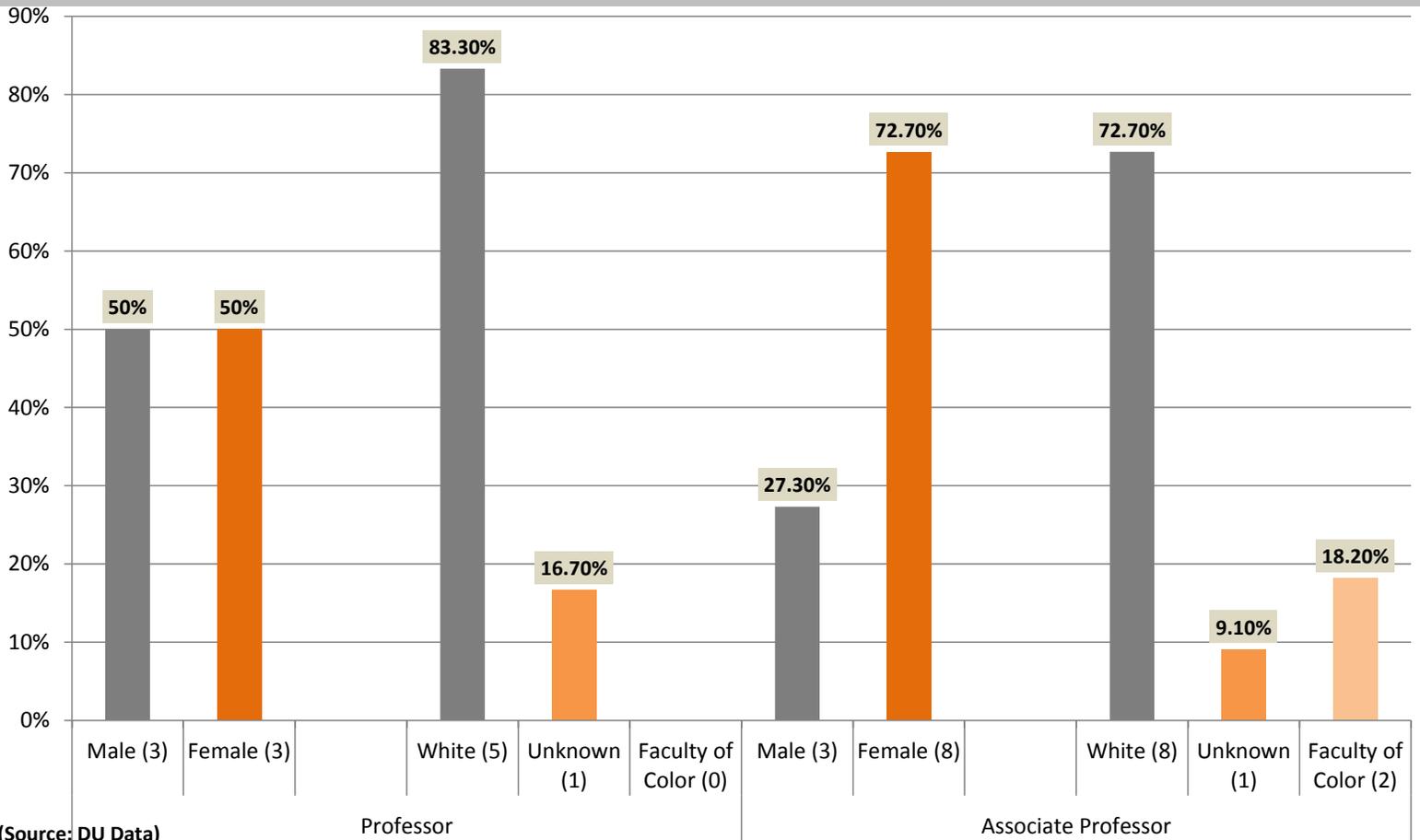
# 2009 - 2013 University of Denver Daniels College of Business Faculty Promotions by Gender & Race



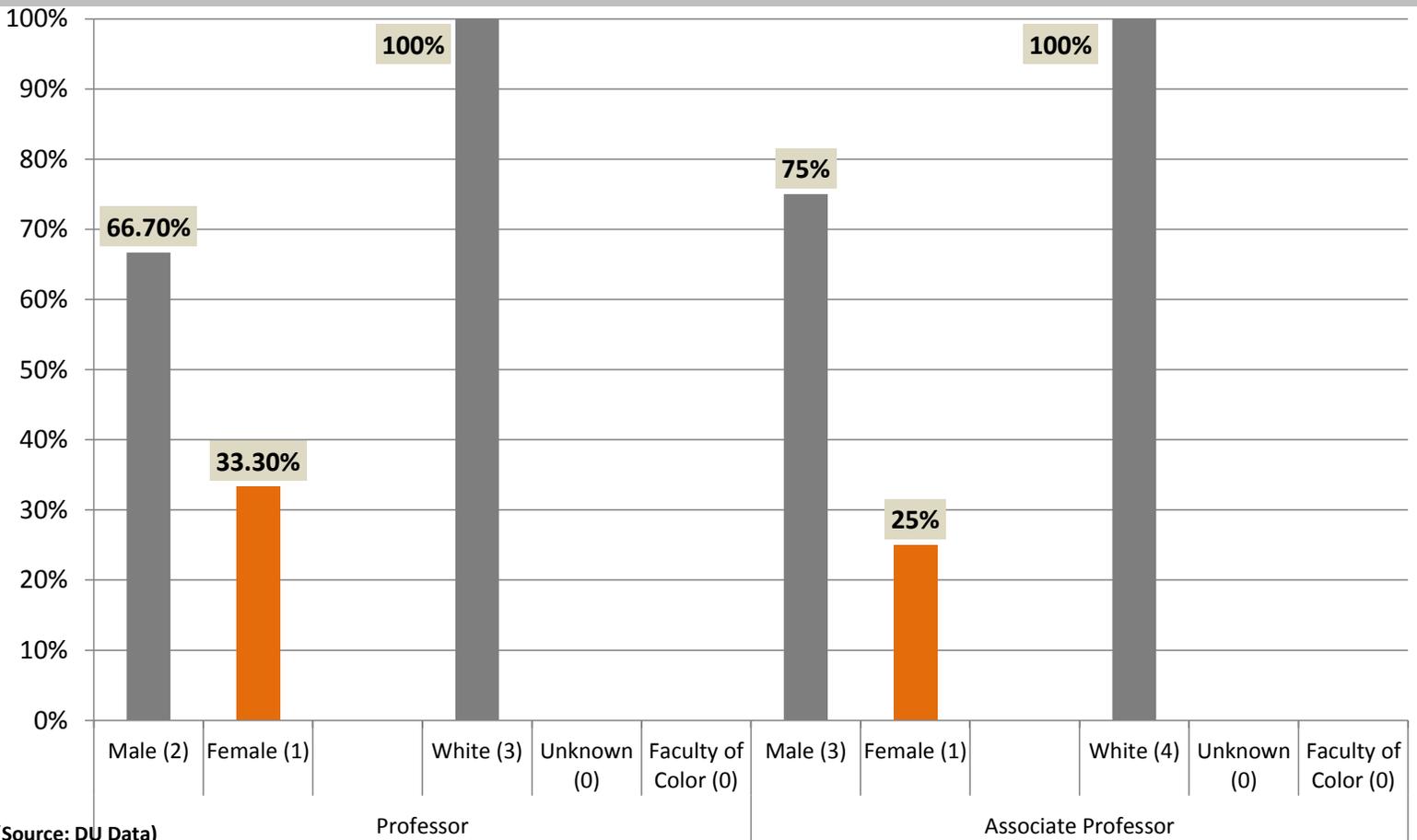
# 2009 - 2013 University of Denver Graduate School of Professional Psychology Faculty Promotions by Gender & Race



# 2009 - 2013 University of Denver Graduate School of Social Work Faculty Promotions by Gender & Race

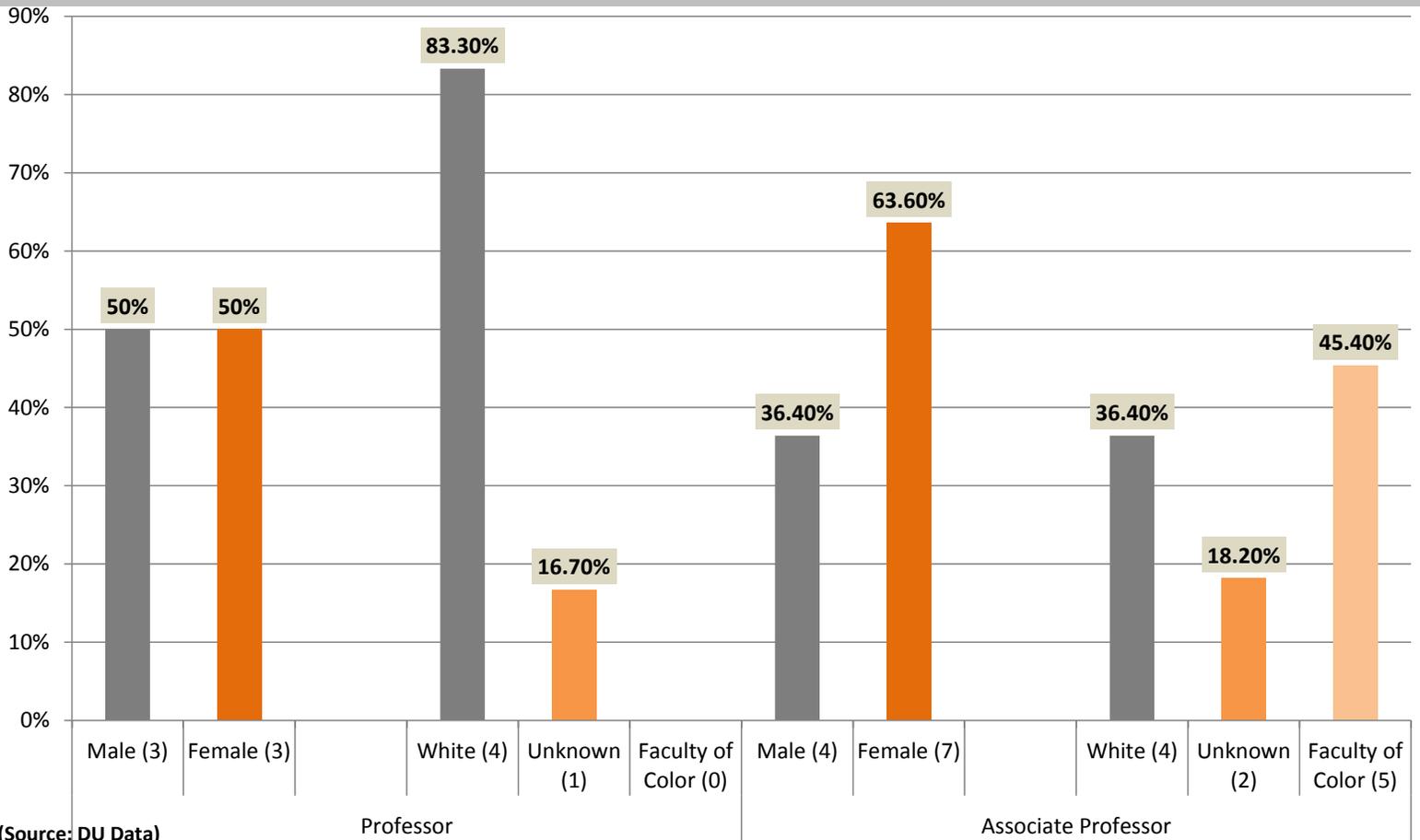


# 2009 - 2013 University of Denver Korbel School of International Studies Faculty Promotions by Gender & Race

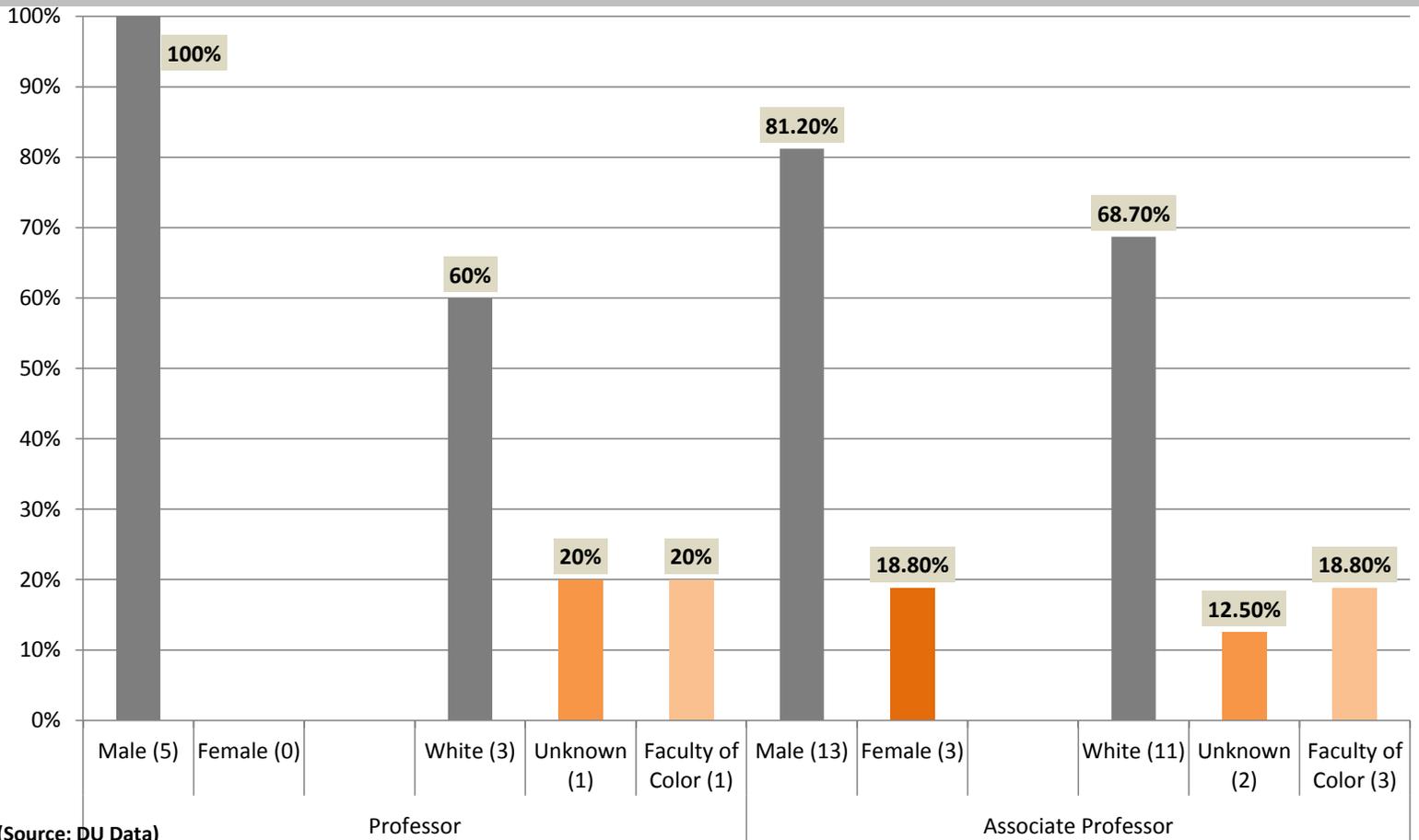


(Source: DU Data)

# 2009 - 2013 University of Denver Morrgridge College of Education Faculty Promotions by Gender & Race

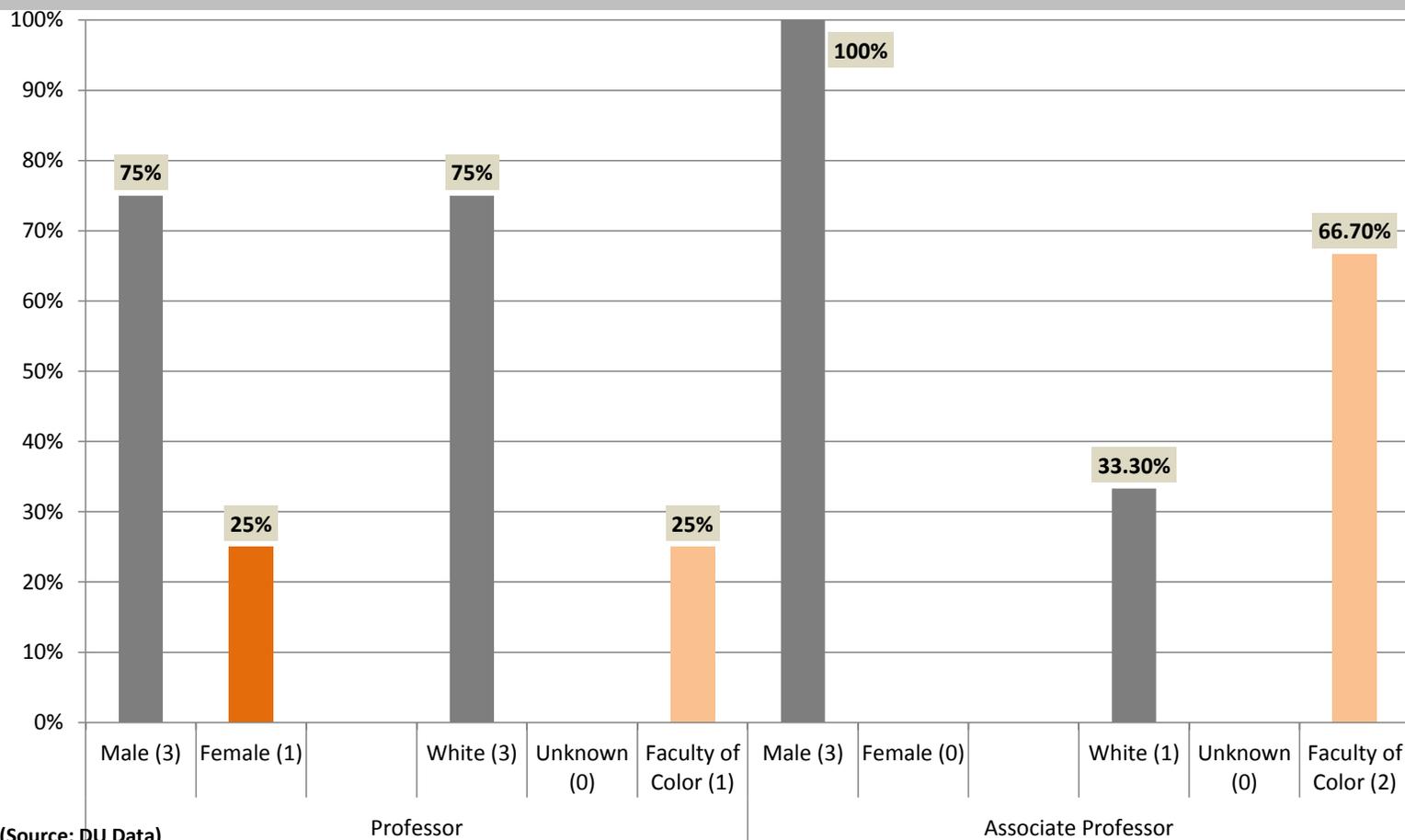


# 2009 - 2013 University of Denver Natural Sciences & Mathematics Faculty Promotions by Gender & Race



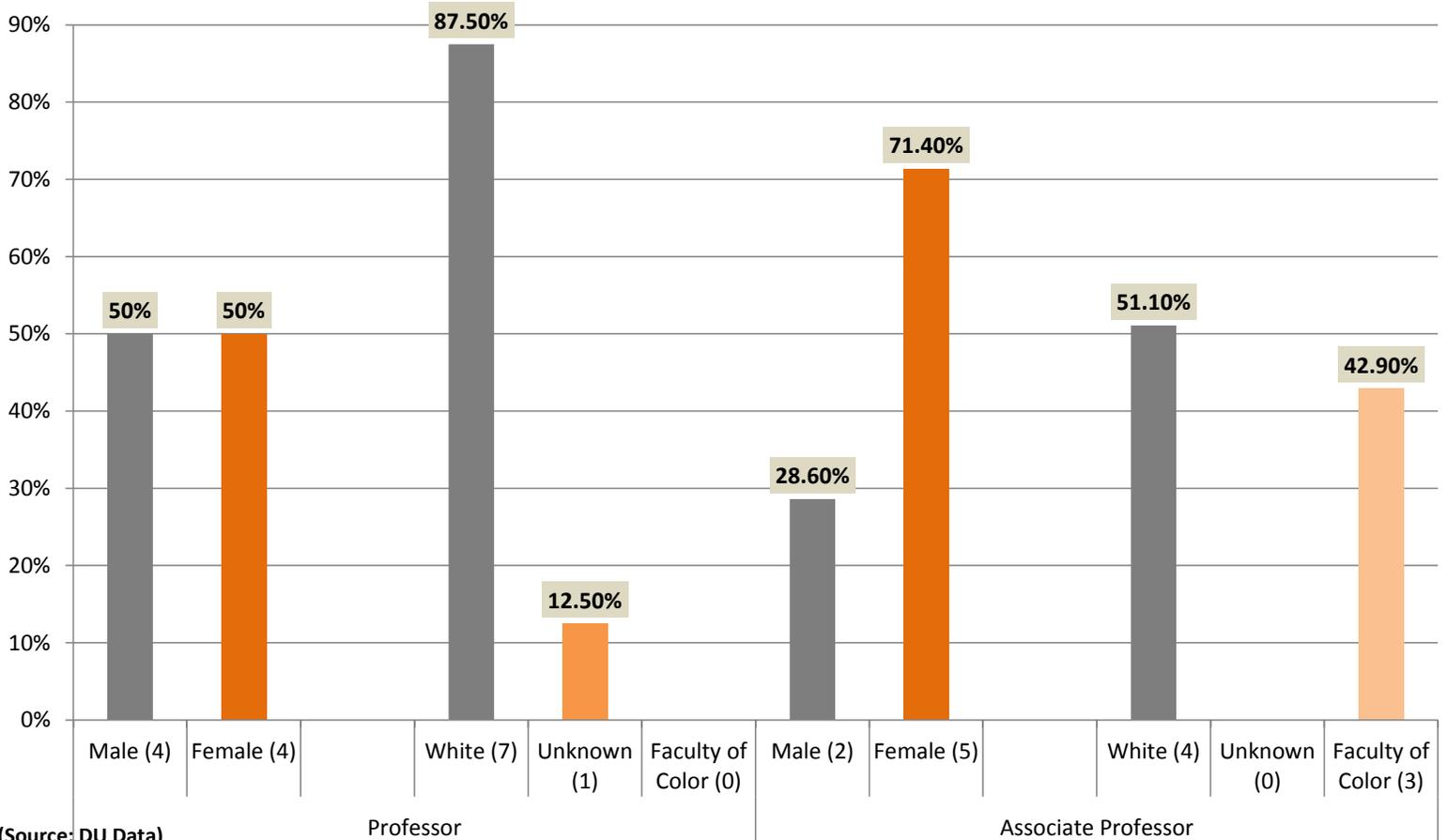
(Source: DU Data)

# 2009 - 2013 University of Denver Ritchey School of Engineering & Computer Science Faculty Promotions by Gender & Race

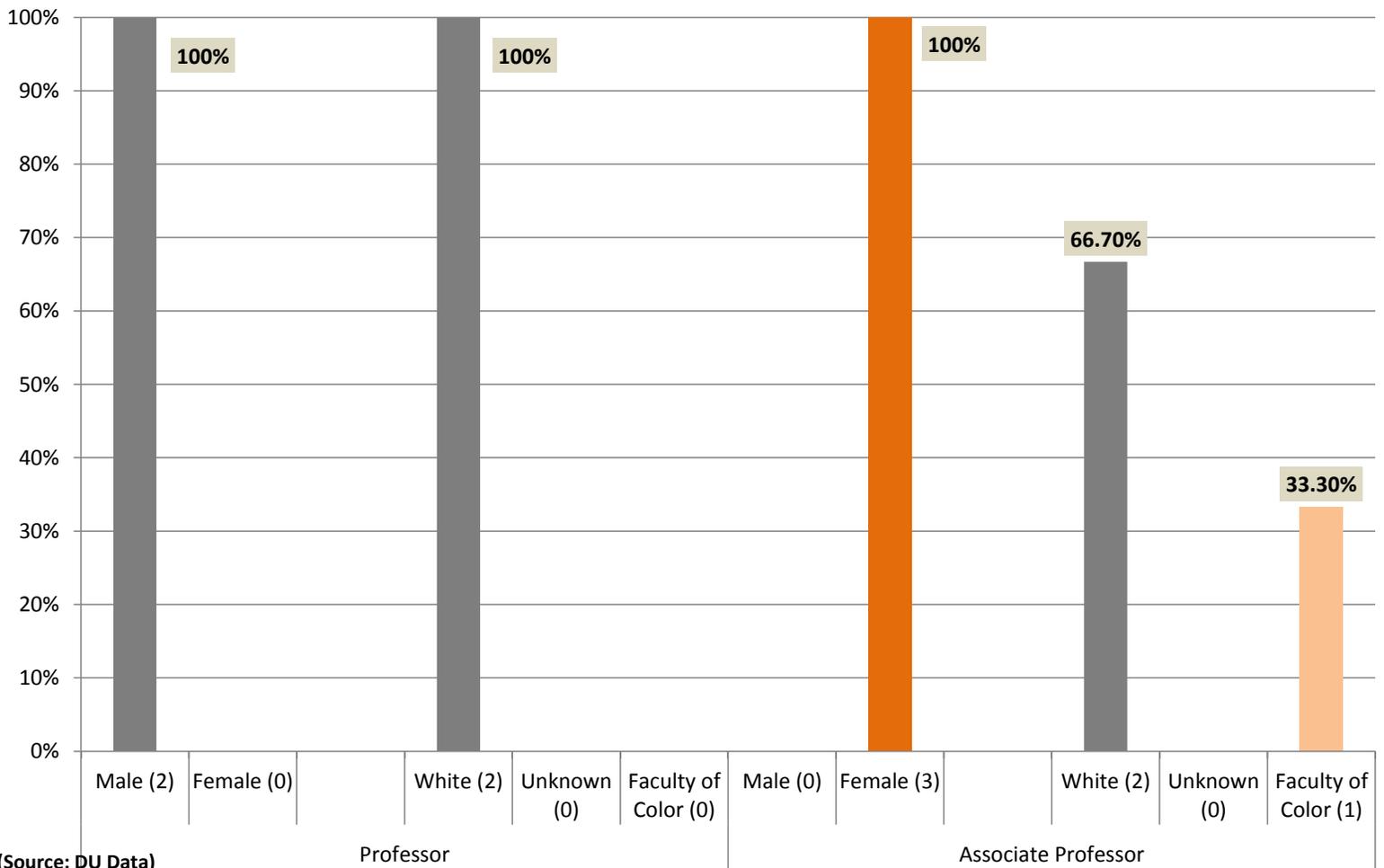


(Source: DU Data)

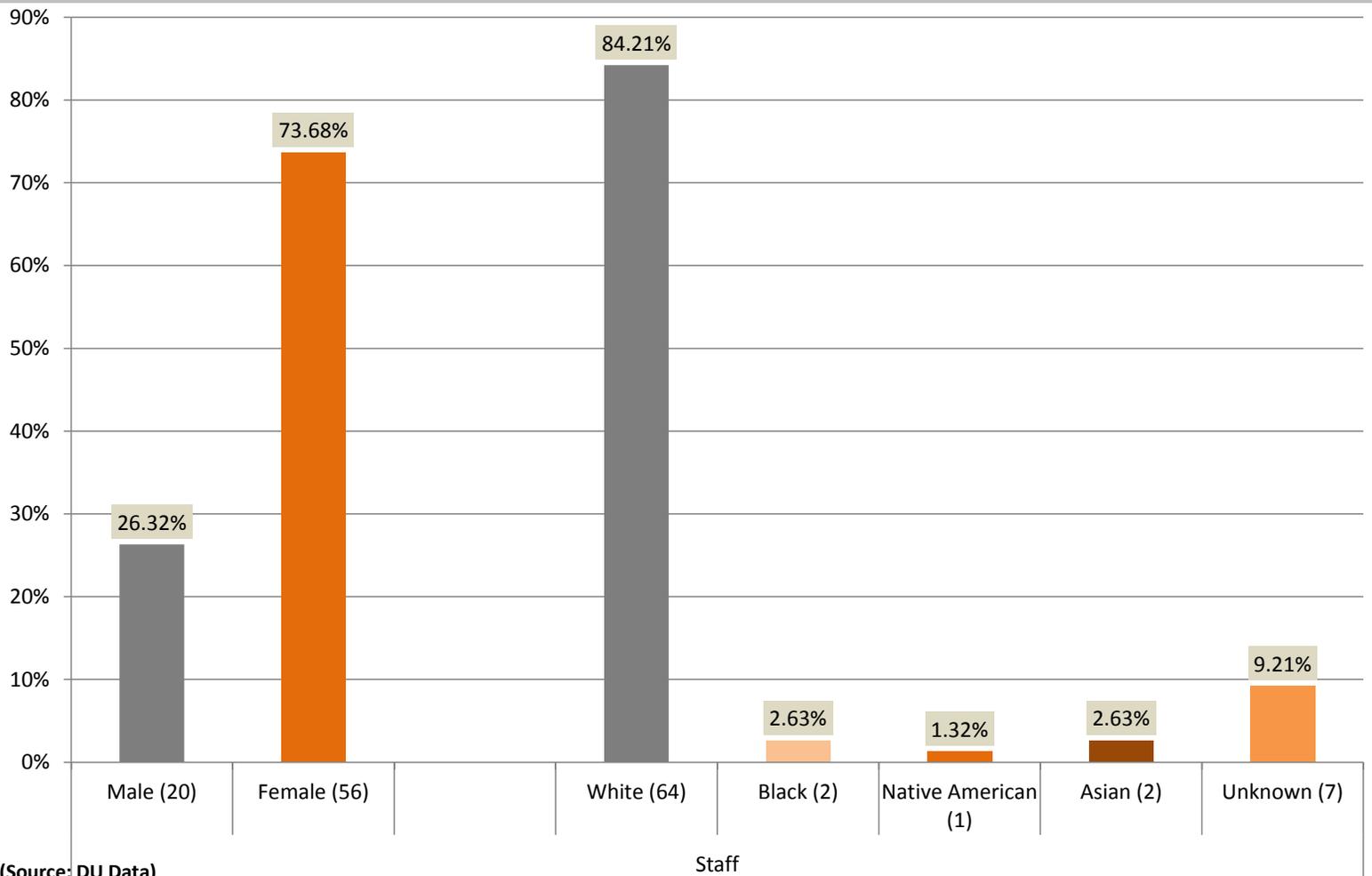
# 2009 - 2013 University of Denver Sturm College of Law Faculty Promotions by Gender & Race



# 2009 - 2013 University of Denver University Libraries Faculty Promotions by Gender & Race

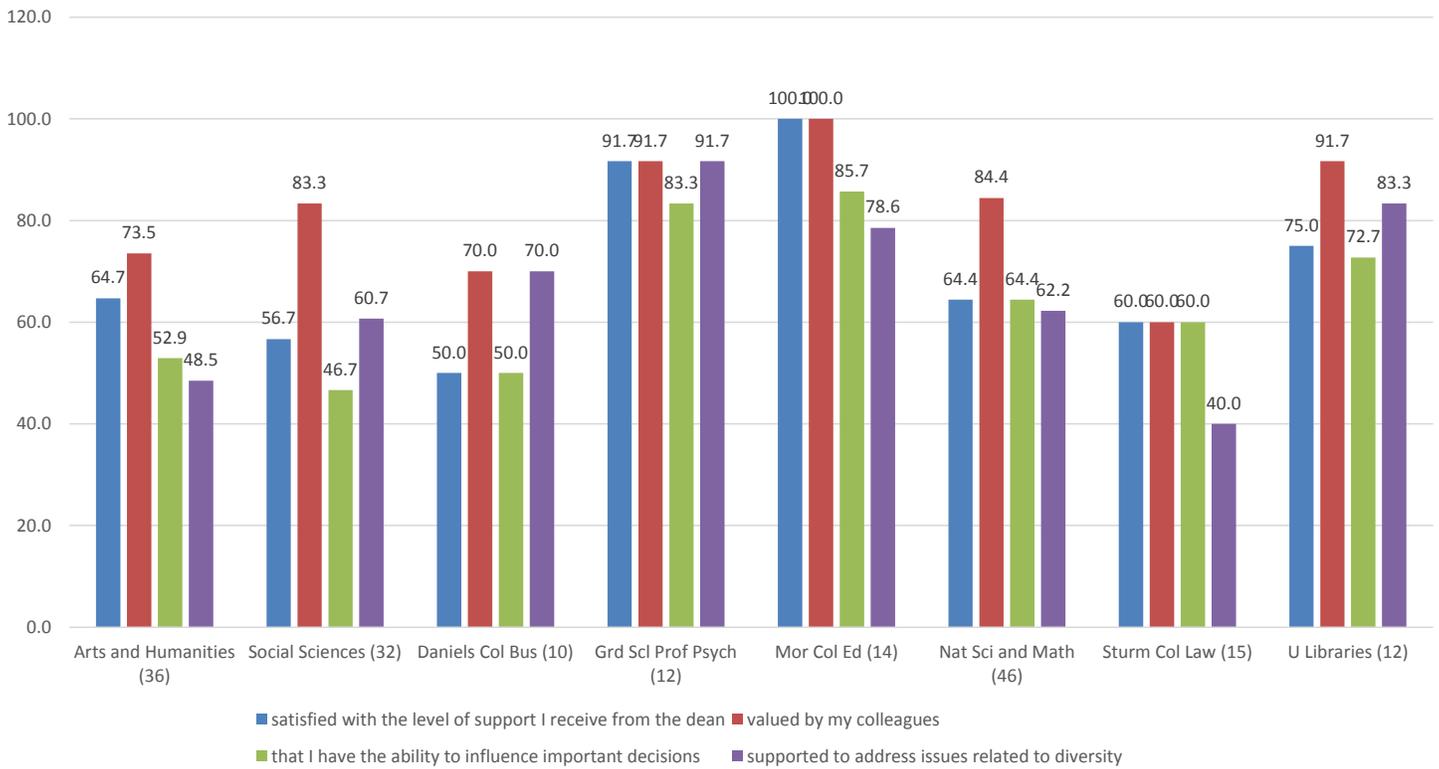


# 2013 University of Denver Staff Promotions by Gender & Race



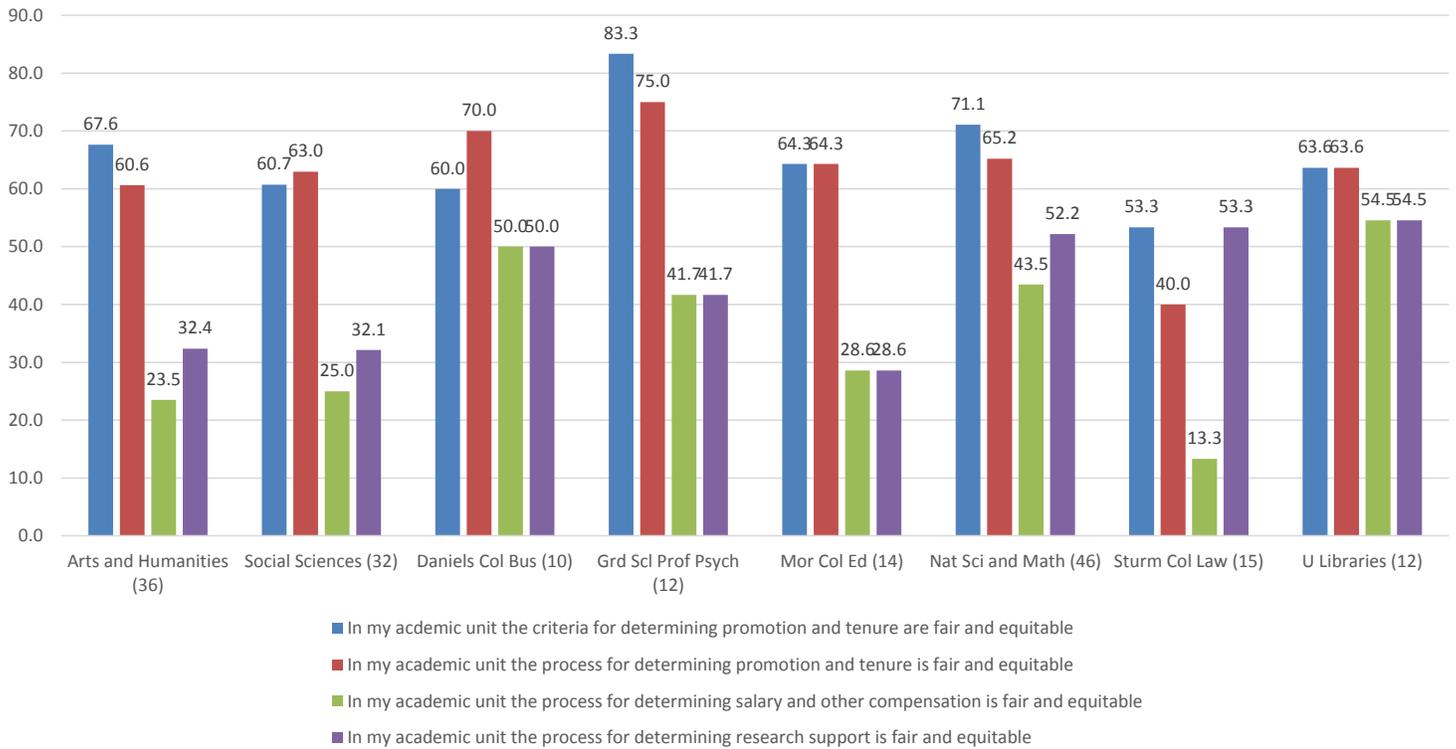
# Appendix C: Data by Schools

Percentage of **faculty** who **strongly agree or agree** with the statements.....



# Appendix C: Data by Schools

Percentage of faculty who strongly agree or agree with the statements.....



# **Appendix D: Best Practices**

**Best Practices - recruitment, retention, advancement of faculty/staff women and professionals of color  
(Syracuse U., American U., SMU)**

## **Section 1: Best Practices (Recruitment)**

### **Section 1:1 Leadership (personnel, strategic planning, etc.):**

BEST PRACTICE - pipeline development

Much has been written about the challenges for underrepresented racial and ethnically diverse students to persist through and complete degree programs (e.g., (Mentoring Makes a Difference to Doctoral, Postdoctoral Students). Universities can intentionally address this issue through specifically designated personnel and programming.

(Syracuse)

Syracuse has a leader at the Provost level (Assistant Provost for Equity and Inclusion) specifically focused on supporting doctoral students from underrepresented groups.

The Assistant Provost for Equity and Inclusion works directly with underrepresented students to prepare them to succeed through interventions that develop their understanding of obstacles within the academy, making them aware of support resources, and encouraging them to see that their own strong preparation will ensure their success, while leaving a legacy that makes it better for those that come behind them.

The Assistant Provost for Equity and Inclusion reports that most underrepresented Ph. D. students at Syracuse have participated in SU's Minority Graduate Student Orientation Program (MGSOP), and that 21 of SU's Ph.D. completers began their first jobs in academia, with 20 of them still in the academy.

The Assistant Provost for Equity and Inclusion also works directly with the Graduate Council to address the financial needs of doctoral students from underrepresented groups to ensure that these students stay and complete their programs of study.

(SMU)

Through the Gender Parity Initiative, SMU is creating opportunities in engineering that are attractive to women but not exclusively for women. "Engineering programs at SMU focus on how engineers help society, as well as the many different career paths a degree in engineering can lead to - careers such as medicine, law and business. By taking this approach, SMU hopes to become the first school in the country to enroll an equal number of male and female students."

Through the Caruth Institute for Engineering Education, SMU reaches to secondary education to address pipeline issues. The mission of the institute is to "increase the number and diversity of students who graduate from U.S. high schools with both the enthusiasm and knowledge to pursue the engineering careers that are necessary for the U.S. to compete in a global economy."

BEST PRACTICE - diversity and inclusion (D&I) initiative integration

Universities can better integrate D&I initiatives by building a strong relationship to diversity-related goals in strategic planning. High quality diverse talent, including faculty/staff women and professionals of color want to see this intentional integration, showing that the institution see the value of diversity not as a separate add-on, but as integral to strategic outcomes and institutional excellence.

(SMU)

The following objectives related to the recruitment, appointment, development, evaluation, and retention of a diverse faculty and staff fall under goal 1 ("To enhance the academic quality and stature of the University") of SMU's Strategic Plan:

Objective 1: Recruitment and appointment of distinguished faculty in the senior ranks and gifted scholars/researchers/creative artists in the junior ranks.

Objective 2: Development, evaluation, and retention of a diverse faculty through competitive compensation, an environment conducive to teaching and research, externally funded support, and effective annual performance review.

An examination of 2012-2013 Progress Report for SMU's strategic plan reveals an integrated approach to achieving this goal and diversity-related objectives:

- a push to bring more visibility to the quality of SMU's faculty and students (more than 531,000 media stories, an all-time high)
- launched a brand-marketing campaign (World Changers Shaped Here) focusing on the impact of its academic strengths
- related to Objectives 1, a new branding campaign focused on faculty excellence and research contributions (positions added, new hires, national honors)
- related to Objective 2, a transparency regarding salaries (listed comparatively with cohort and aspirational universities); also drills down to compare salaries internally revealing highest and lowest paid faculty per SMU school

BEST PRACTICE - work directly with university departments on diversity tracking and education

Universities cannot assume a uniform understanding, buy-in, or practice across departments related to diversity and inclusion (D&I) initiatives. Efforts must be made to intentionally development a clearer understanding and strong buy-in, and outcomes need to be measured.

(Syracuse)

Under the leadership of the Senior Vice President for Human Capital Development (a professional of color), Syracuse has designated personnel to work directly with university departments on diversity tracking and education. The process is as follows:

- look at data in applicant tracking system generated twice a year for Office of Federal Contract Compliance (OFCCP); also runs queries on current employee demographics to identify "gaps"
- works with each department to ensure that department acknowledges the gap, and also see the next step as more than "just about filling positions;" develop the department's capacity to think more broadly and to more clearly understands the value of a diverse staff for that particular department
- partners with the department to examine and expand sources - organizations, websites, career fairs that target diverse populations

## Section 1:2 Policies, procedures, and resources:

### BEST PRACTICE - ramping up use of social media

Universities can significantly enhance their efforts to recruit faculty/staff women and professionals of color through a strong and active social media presence.

(Syracuse)

Syracuse is targeting underrepresented groups where they reside on social media (e.g., LinkedIn Recruiter, LinkedIn Talent Solutions) to build a more “active” pipeline of talent.

Here is the language that LinkedIn uses to describe what it has to offer to strengthen recruiting efforts.

Organizations can:

- create a more “robust presence,” promoting one of your most valuable hiring assets - their employer brand (build career page, feature employees as brand ambassadors, prospects can connect with employees)

- sourcing - expand networks

(find “passive talent” with search filters, access profiles, push out jobs to networks, put your jobs in front of, “target” the right candidates - they get notification)

- sourcing - manage networks

(tag prospects by skills, sends candidates to you based on criteria, attributes, then engage prospects in networks, send inmail)

- measure returns

(supplies data, analytics, reporting tools)

### BEST PRACTICE - proactive approach to diversity recruitment

Universities strengthen their efforts to recruit and retain faculty/staff women and professionals of color by delineating and disseminating the specifics of an effective search process.

(Syracuse)

Syracuse has a Search Committee Tips Sheet to educate departments regarding the composition and charge of search committees to increase diversity among the faculty. "Long before a search committee begins reviewing candidates, taking the following steps can help increase its ability to effectively increase diversity among the faculty. Guidelines cover:

- search committee make-up
- building a diverse applicant pool
- ensuring advocates can speak up about incorrect assumptions leading committees away from an objective assessment
- being clear at the outset about the commitment of the university to diversity and inclusion in the search process, and the link to the overall mission of the department, school, and college
- reviewing practices that will mitigate evaluation biases (resources are available for this process)

(SMU)

SMU's Office of Institutional Access & Equity has faculty search and recruitment resources including, Search Committee Guidelines for Recruiting Highly Qualified Faculty with Diversity Emphasis. This extensive resource includes information for departments regarding position advertising, how to prepare the search, how to attract a highly qualified and diverse candidate pool, screening, interviewing, selection, closing the deal and retention.

As important is the extensive language throughout these guidelines that builds an understanding of the value of diversity and inclusion:

"The faculty search and recruitment procedures contained in this document strengthen our ability to achieve the inextricably intertwined goals of excellence and diversity." pg. 1

"A successful search begins long before the job description is published. Several steps can be taken early in the process that will help assure success in leveraging diversity as an educational resource. These steps require an assessment of the departmental cultural climate as well as departmental values, assumptions, goals, and past recruitment practices. The suggestions that follow are intended to result in an increased heterogeneity on campus with regard to race/ethnicity, class, gender, sexual orientation, national origin, and in other ways diversity can be exemplified while increasing recruitment of high quality faculty overall. pg. 3

BEST PRACTICE - external partnerships and a broadly defined approach

External partnerships regarding diversity and inclusion initiatives, and broadly embracing the value of a diverse workforce can enhance the visibility and reputation of the university with faculty/staff women and professionals of color prospects.

(SMU)

This is related to Objective 4, Goal 1 in SMU's Strategic Plan ("Recruitment and retention of staff who are competent and professional"). HR has established a working relationship with the Texas Department of Assistive and Rehabilitative Services to facilitate employment outreach to veterans and persons with disabilities as targeted groups, and HR used internal job postings to announce opportunities to current, benefits-eligible employees. (2012-2013 Progress Report, pg. 15)

## Section 2: Best Practices (Retention)

### Section 2:1 Leadership (personnel, strategic planning, etc.):

BEST PRACTICE - diversity and inclusion (D&I) managers in senior leadership

Universities that have D&I managers in senior leadership, or D&I leadership positions that grow out of strategic planning send a strong message about the university's commitment to diversity and inclusion.

(Syracuse)

Syracuse has an Office of Human Capital Department (HCD) led by a Senior Vice President for Human Capital Development who is part of the Chancellor's Cabinet, and part of the academic administration within the Office of the Provost. Under her leadership, Syracuse has initiated programming such as designating personnel from HCD to work directly with university departments on diversity tracking and education.

SU's Office of Human Capital Department

"For the University to attain its institutional and public goals, we must recruit, retain, and support a diverse and dynamic workforce on campus and in all our communities, both local and global. Led by Senior Vice President Kal Alston, the Office of Human Capital Development provides the organizational bridge to reach across institutional boundaries, disciplinary silos and departmental cultures to support and advance the University's values of opportunity, access, and inclusion."

HCD encompasses the offices of Human Resources; Equal Opportunity, Inclusion and Resolution Services; Academic Human Resources; and the Early Education and Child Care Center.

(American)

Growing out the University's 2008 Strategic Plan, (Leadership for a Changing World, Goal 5 "Reflect and Value Diversity") was the establishment of two new staff positions and the Center for Diversity and Inclusion.

The Center's mission "is to advance the university's commitment to respecting and valuing diversity, with the center serving as a resource and liaison for students, staff, and faculty on issues of equity through education, outreach, and advocacy."

Section 2:2 Policies, procedures, and resources:

BEST PRACTICE - diversity and inclusion (D&I) related competencies in performance evaluation

Universities that are intentional about having D&I related competencies in performance evaluation send a strong message about accountability, and develop a shared sense of responsibility for the university's mission regarding diversity and inclusion.

(American)

Performance Management Staff Competencies (A Competency Guide)

Framed in introductory language that states, "The way you do your work is just as important as what you accomplish," AU has established core, job, and managerial competencies related to performance evaluation.

The two core competencies are:

1. acting ethically with integrity
2. supporting a diverse and inclusive community

Further delineations under “supporting a diverse and inclusive community” includes:

1. Calls attention to comments, behaviors, or practices that may be perceived as unfair, biased, or critical toward people with certain backgrounds and beliefs; does not tolerate practices that promote biases or stereotyping.
2. Encourages and promotes practices that support all types of diversity; reviews policies and practices to make sure they do not adversely affect people from different demographic or cultural groups.
3. Enjoys working with people who come from different backgrounds; shows appreciation for the values and histories of other people; strives to learn from people whose backgrounds and experiences are different from his/her own.
4. Sensitive to cultural differences and beliefs; shows respect for the beliefs and traditions of others; avoids doing or saying things that might offend others.

(SMU)

SMU’s Office of Institutional Access & Equity has specific language regarding retention for departments included in, Search Committee Guidelines for Recruiting Highly Qualified Faculty with Diversity Emphasis.

“Our success in recruiting a diverse faculty will be for naught if our new recruits are not retained. Although the university as a whole plays a role in this process, like our students, new faculty need to find a “home” at the department level.” Pg. 10

Areas covered include:

- the process of welcoming a new faculty member
- create a welcoming environment (on and off campus)
- Create a professionally supportive environment for new faculty

**BEST PRACTICE - strong employer branding and public relations**

Universities that intentionally use strong employer branding and public relations can build institutional reputation and visibility, enhance a sense of pride and connection for faculty and staff, and more broadly, positively affect overall recruitment and retention.

(SMU)

As part of its larger brand-marketing campaign (World Changers Shaped Here), SMU has designated 2014 as the Year of the Faculty ("Celebrating World Changers"). This initiative marks "the extraordinary contributions of the University's esteemed faculty as researchers, teachers and University citizens." The website highlights "individual faculty members and their remarkable achievements across the spectrum of disciplines," and feature memories submitted by alumni.

Recently Including faculty of color are Dedman Law Associate Professor, Jessica Dixon Weaver, and Cox School of Business Associate Professor, Sreekumar Bhaskaran.

(SMU)

SMU became the first Texas university to receive (and one of only a few universities that has ever received) the Exemplary Voluntary Efforts (EVE) Award. The U.S. Department of Labor EVE Award, "honors federal contractors that have demonstrated exemplary and innovative efforts to increase the employment opportunities of minorities, women, individuals with disabilities and veterans." SMU sponsored an annual Higher Education Symposium, which promoted "a partnership between universities, colleges and the U.S. Department of Labor Office of Federal Contract Compliance Programs (OFCCP)."

**BEST PRACTICE - strong new teacher and faculty development programing**

Strong new teacher and faculty development programing as integral to efforts to recruit, retain and advance faculty/staff women and professionals of color.

(SMU)

SMU's New Faculty Teaching Excellence Program:

- offers a series of workshops to support new teachers in designing, teaching, and assessing their courses

- full time faculty, tenure-track as well as non-tenure-track, are eligible to pursue the NFTE Certificate of Achievement to showcase and document your efforts and achievements in teaching. In addition to helping participants become excellent teachers, NFTE workshops provide ideas for demonstrating your efforts and successes.

Through its Center for Teaching Excellence, SMU offers programs such as "Showcase Your Teaching: Beyond Student Evaluations," and a faculty Peer Feedback Program.

(American)

American's Start at AU is the university's onboarding program for staff. Start At AU is a program "designed to help new full-time staff acquire the knowledge and skills to quickly become effective in new jobs. The program includes tools and resources for managers to help make the process of integrating new staff easier." Goals for Start At AU include:

- accelerate the acclimation and initial productivity of new full-time staff
- support managers of new staff with tools, resources, and programming
- increase new staff engagement and commitment to the university, their department, and their professional growth at AU

Section 2:3 Campus-wide initiatives

**BEST PRACTICE** - strong integration of diversity and inclusion related initiatives and programming across the campus community

A strong integration of diversity and inclusion related initiatives and programming across the campus community can enhance efforts to recruit and retain faculty/staff women and professionals of color.

(SMU)

SMU has had a Commission on the Status of Women since the 1970's. The Commission "was established as an oversight committee to examine issues of concern to female faculty, staff, and students (e.g., maternity leave, improved day care, and pay equity).

SMU's Women's Symposium is the longest continuously running program of its nature in the country. The annual forum "brings together women and men of differing ages and multicultural backgrounds to examine and discuss topics of national interest." The Symposium's 2014 keynote speaker was Kimberly Olson, CEO/President, Grace After Fire. Grace After Fire "provide outreach to all women veterans and their families, offering confidential peer support and increased access to appropriate trauma, mental health, addiction and community services."

Telling Our Story: 100 Years of Women at SMU was an event held in April 2012, and the first of several in the series running until 2017. The series of events will "tell the stories of SMU women, their contributions to the life of the university, and their experiences as students, staff, faculty, and administrators."

SMU through the Office of Institutional Access and Equity (IAE), has a Preventing Workplace Discrimination certification program. This is an example of another partnership where small employers located in the state of Texas, with not more than fifty (50) employees in total, can use a "guest" version of this program free for employee training. Larger employers can also use the program for demonstration and evaluation.

(American)

American using Faculty/Staff Project Teams "to support and value the differences of the campus community." American recognizes "that however strong its outreach program, internal support from supervisory management and other employees is necessary to ensure maximum effectiveness and commitment for employment of diverse individuals throughout the university." The International Campus Life Project Team "fosters intercultural awareness, appreciation, and understanding of AU diversity, and monitors the system and services to insure they are sensitive and respectful to the needs of international students, faculty, and staff." American University Self-Study, January, 2014, pg. 91-92

(Syracuse)

Syracuse has a Dependent Care Task Force. "The University recognizes that many of its faculty and staff members are challenged to balance their work with a variety of familial responsibilities. Policies and practices that help employees manage these potential stresses will benefit all members of the university community, whether they are currently dealing with dependent care issues or not."

The Task Force “researched existing dependent care resources, both on and off campus, compared SU's programs and services to those offered by other benchmarking institutions, and considered possibilities for innovation, flexibility and planning.” Recommendations focus on “unmet needs, recognize the changing nature and complexity of contemporary culture and family relationships, and include features designed to reduce obstacles to productivity while enhancing the well-being of all University employees.”

Syracuse’ Flexible Work Policy “recognizes and supports flexible work arrangements as a means to facilitate a highly desirable and productive work environment that is responsive to the changing professional and personal needs of today's workforce and/or to sustainability principles.” The Office of Human Resources, designated by the Chancellor provides “support mechanisms including protocols, education and training, tools, and forms to coach and guide supervisors and eligible staff through the process.”

### Section 3: Best Practice (Advancement)

#### Section 3:1 Policies, procedures, and resources

##### BEST PRACTICE - conduct an analysis of the overall system of advancement

An in-depth analysis of the overall system of advancement concerning tenure and promotion can ensure fairness within the system, and strengthen the university's ability to retain and advance faculty/staff women and professionals of color.

(SU)

SMU publishes an annual progress report regarding its strategic plan. In 2011-2012, the report noted that “SMU faces a problem found throughout the academic world – the difficulty of women at the associate professor level to achieve promotion to full professor.” In 2012-13 the university reported:

- women now represent 20 percent of full professors, compared with 13 percent for last year
- SMU compared more favorably (2012-13) to cohort schools, with SMU having as many women full professors as Boston University and more than Baylor, Marquette, University of Miami, University of Tulsa

The 2012-13 report further states:

Even with this improvement, SMU remains committed to bettering opportunities for women and minorities to achieve promotion within the system. We continue to review the tenure and promotion process to make it fairer and clearer to all constituents, including showing pre-tenure faculty how best to present their dossiers so that the review teams understand their accomplishments.

Another factor in attracting and promoting the best faculty is to make available various options that recognize family responsibilities. To this end, the Office of the Provost has developed proposed policies.

Last year the provost asked the Faculty Senate and the President's Commission on the Status of Women to review these "family friendly" policies. This year the provost has received approval of the proposed policies from the Commission on the Status of Women and awaits word from the Faculty Senate.

(2012-2013 Progress Report, pg. 9-10)

(American)

According to American University's Self-Study, January, 2014 (pg. 91), the university:

- annually conducts an in-depth analysis of diversity in personnel matters and reviews the work force composition by organizational unit and job group to determine if there are areas of minority or female underutilization or concentration
- also examines personnel activity over the prior year including applicant flow, hires, terminations, promotions, and other activities to determine if there are selection disparities
- analyzes compensation to determine if there are any gender, race, or ethnicity-based disparity; and reviews selection, recruitment, referral, and other personnel procedures to assess any disparity in the employment or advancement of minorities or women

Fifty-five percent of American University staff are female. This is higher than the national average of 47 percent for all U.S. workers. AU has achieved an average of 38 percent ethnically-diverse staff employed in its workplace, which is greater than the national average of 33 percent (again for all U.S. workers). The university has continued to increase minority representation in managerial staff level positions which currently stands at 20 percent—on par with the current availability of 19 percent in the local, D.C.-area job market. Minorities hold 51 percent of AU's technical positions, which is greater than the current (local) availability of 38 percent. pg. 90

American also has a Professional Development and Wellness Education and certification programming including a "Leading for Engagement and Inclusion" Certificate. Required training for managers and supervisors includes:

- People Management Basics
- Staff Orientation
- Performance Management Program Overview and Goal Setting
- Setting Performance Expectations
- Performance Management Program: The Mid-year Discussion, The Year-end Appraisal
- Preventing Harassment, Promoting Respect: Managers
- Creating a Service Culture

#### BEST PRACTICE - collaborative programming

Universities that think creatively to restructure support mechanism across the campus community can enhance efforts to recruit, retain and advance faculty/staff women and professionals of color.

(Syracuse)

Syracuse' SU ADVANCE program is focused on advancing diversity in science, technology, engineering, and mathematics (STEM).

In the fall of 2010, the National Science Foundation, awarded Syracuse University \$3.4 million to support continued transformation toward a more diverse, inclusive faculty in science, technology, engineering, and mathematics (STEM). As important as this financial support is the structuring of the program. SU ADVANCE' focus is to use "networks to create transformation."

The strategy for the multi-disciplinary project, titled The Inclusive Connective Corridor: Social Networks and the Advancement of Women STEM Faculty is as follows:

"The overreaching strategy of this project is to create an equity-based, inclusive connective corridor to facilitate and anchor social relationships among faculty women and men in the 12 STEM departments at Syracuse, and to link these faculty and units within a web of resource hubs on and off campus that arise from interdisciplinary and cross-sector collaborations."

#### Section 4: Best Practices (Final Thoughts)

Given the different ways that universities position, house, strategically plan, implement, manage and assess diversity and inclusion (D&I) initiatives, and the different levels of awareness of D&I initiatives across each campus community, "best practices" are ultimately evidenced in the results from interview, focus group and survey assessment data. Given the incorporation of this data in the decisions that follow about revamping D&I initiatives, institutions must embrace the reality that changes must be realized and sustained incremental over time.

Of equal importance to building a shared sense of responsibility for the work of recruiting, retaining and advancing faculty/staff women and professionals of color, is addressing the reality that a strong understanding of the value of diversity to the specific outcomes of a given department is NOT the norm. Nor is a defining of outcomes that are NOT heavily influenced by a, "That's the way we have always done it" mentality.

# Appendix E: Summary of unit level survey

## University of Denver Diversity and Inclusive Excellence Unit-level Survey Summary Results

### Academic Units

#### Leadership Selection

In academic units that have department chairs and academic units, most select these positions internally from the faculty. Some are selected directly by the dean, and some are selected or elected by the faculty. In a few cases these positions have been filled by individuals external to the faculty, particularly in cases of new programs, in which case the positions are posted and the hiring process is followed. Faculty associate and assistant deans are generally appointed by the dean in all academic units and some units provide faculty input to the selection of associate deans. Staff associate and assistant dean positions, which exist in some academic units, are posted and the hiring process is followed.

#### Faculty Searches

Great variety exists in how faculty search committees are formed. In some academic units, committees are appointed by the dean, in some units, there is a search and screening committee that coordinates all faculty searches and selects the members of the committee for each search. Characteristics of search committee members taken into consideration when forming search committees include: mix of faculty and staff, mix of research interests and expertise, mix of gender, and consideration of inclusive excellence and diversity. DU faculty positions are posted in many publications and job boards, including those that focus on women, Asian and Pacific Islanders, Latinos/Latinas, African Americans, and veterans.

9 of the 13 academic units shared examples of interview questions used in faculty searches related to inclusive excellence and diversity. AHSS and Morgridge College of Education shared the largest number of examples and examples from all units were varied in their areas of focus, from questions regarding the candidates experience with a diverse population of students, to their work on diversity initiatives and committees, to their understanding of cultural competency. 12 of the 13 academic units reported opportunities for the unit's community to participate in the faculty search process. All twelve units invite students, staff, and faculty to attend lectures, job talks, or colloquia presented by the finalists.

4 of the 13 academic units stated that they have a plan for recruiting domestic historically underrepresented faculty (8 stated they do not and 1 left the question blank). The four plans described involved targeted advertisement of open positions in publications and listservs specifically designed to reach candidates of historically underrepresented groups. One unit has a faculty member who personally contacts recipients of a minority fellowship program to encourage them to apply to open positions in their unit.

7 of the 13 academic units stated that they have a new faculty mentoring program (5 stated they do not and 1 left the question blank). Some of the programs were described as informal in which an administrator in the unit pairs new faculty with experienced faculty based on common subject areas of teaching or research interests. Some of the programs were described as formal in which the paired new and experienced faculty meet at an introductory event, such as a dinner, and follow a specific set of responsibilities for both mentor and mentee. One unit mentioned a \$100 allowance for the pair to share dinner and/or cultural events, and one involves a process in which the two visit each other's classrooms as teaching partners.

#### All Units

##### Training and Development

18 of the 46 campus units reported that their unit provides development or training for staff and faculty outside of programming provided centrally by Human Resources and the Center for Multicultural Excellence related to diversity and inclusive excellence. 23 of the 46 campus units reported that they have individuals in their unit who have a portion of their job dedicated to providing leadership in order to promote diversity and inclusive excellence. The percentage of time dedicated to this leadership ranged from 2-5% as part of job duties for all employees in unit or the leadership of a unit to 100% as part of positions specifically designed to work in the areas of diversity and inclusive excellence.

##### Staff Searches

Great variety exists in how staff searches are conducted. In some units, committees are appointed by the dean or unit head, in some units, the person who will supervise the staff member to be hired asks other employees of the unit to serve on the search team. Characteristics of search committee members taken into consideration when forming search committees include: mix of faculty and staff, mix of job duties (some select members that will all work with the individual and some purposely select members who represent different aspects of the unit), mix of gender, and consideration of inclusive excellence and diversity. DU staff positions are posted in many publications and job boards, including those that focus on women, Asian and Pacific Islanders, Latinos/Latinas, African Americans, and veterans.

32 of the 46 units shared examples of interview questions used in staff searches related to inclusive excellence and diversity. Example questions from all units were varied in their areas of focus, from basic questions asking the candidate to define inclusive excellence and/or diversity, to their experience with inclusive practices and diverse workplaces, to approaches on collaboration and incorporation of diverse perspectives. Some examples listed did not seem to fit the intent of the survey question, such as questions that focused on candidate strengths and weaknesses, and one that required the candidate to state what they would bring to a staff potluck. Units reported varying degrees of community participation in staff searches depending on the type of staff position being filled. One pattern seems to be that higher level positions offer the opportunity for presentations or meetings in which the entire unit community, and in some cases DU community, is invited to meet finalists. Lower level position candidates generally meet only with those who will work directly with that employee.

10 of the 46 units stated that they have a plan for recruiting domestic historically underrepresented staff (35 stated they do not and 1 left the question blank). 8 of the 10 plans described mentioned targeted advertisement in diverse publications. Of the two that described more formal plans, one described targeted recruitment of female candidates by inviting every female applicant to an interview. The other, Athletics and Recreation, outlined a highly detailed, formal plan to recruit a diverse pool of candidates.

17 of the 46 units stated that they have a new staff mentoring program (28 stated they do not and 1 left the question blank). Some of the programs were described as informal in which an administrator in the unit pairs new staff members with experienced staff members based on similar job duties. Some of the programs were described as formal. Daniels College of Business has a Daniels Delegates program in which new staff members are formally paired with experienced staff members and there are initial and follow-up meetings between the two. Fisher Early Learning Center and Ricks Center for Gifted Children have formal teacher mentoring programs with associate and master teachers. Some units also mentioned participation in the DU Human Resources-coordinated formal mentorship program.