Recruitment and Retention Recommendations
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Summer Diversity Intern
FINAL Draft as September 25, 1999

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I. INTRODUCTION:

Throughout the three months of my internship, I have had to overcome a steep learning curve into the workings of the University and its politics. Being assigned the task of formulating recommendations for student, faculty, staff, and administration recruitment and retention did not help matters much either, as it is such a broad topic.

Before I delve any deeper into my recommendations, let me start with a brief summary of why I had the chance of being a Summer Diversity Intern. Late in the Spring term of 1999, a heated classroom discussion took place over e-mail in a PPPM class that escalated into threats of violence with sexual and racial undertones. A peaceful sit-in ensued at Johnson Hall where about 31 students were arrested by order of the administration for trespass (on public property), while hundreds of others stood outside the locked doors in support. The student demonstrators were well organized and consisted of representatives from a diverse and numerous number of student organizations. The students went into Johnson Hall with a list of demands, one of which was the funding of these student diversity internships. Ten positions were formed, and students applied for the positions and were selected by a committee from the ASUO and the Administration.

So here I am as the Recruitment and Retention Intern. Where do I start? Students? Faculty? Staff? As my internship progressed, it became very clear that all of these elements were intertwined where one affected the others. I found it difficult to talk about recruiting underrepresented minority, women, LGBT, handicapped, etc. faculty without talking about the so-called “pipeline” that feeds them into those opportunities from the graduate and undergraduate levels. Faculty of color would not come because there were not enough diversity among the staff and the students, while students would not come because the faculty, curricula, and the staff weren’t diverse enough and so on. A classic catch-22.

When formulating these recommendations, I tried take successful strategies and programs at other Universities and colleges and ASK an appropriate person at the UO if the idea would work on this campus. The result was a constructive dialogue that left my interviewee with some new tools for their toolbox and for me a greater understanding of the inner workings of the University.

The greatest needs that I see are for institutionalized mechanisms for accountability and evaluation. Much of what the university now does is “hit and miss” strategy. People need to be held accountable and programs need to be evaluated for effectiveness.
Because of the broad scope of my topic, I only had enough time to focus on undergraduate students and faculty recruitment and retention. That is not to say that any of the other areas, such as graduate students, staff, or administration are of any less importance, just that one person cannot possibly cover all groups in a single summer. Even though I have focused on these two areas, they are far from complete. I have found that the more people I talk to and the more I research, the more my list of recommendations grow.

**Approach taken:**

I. Online WWW research
II. Library research
III. Conversations with students, faculty, and staff.
   A. Carla Gary (Dir., Office of Multicultural Affairs & University Advocate).
      Agreed to be my mentor for the summer. 6-3479
      <cgary@oregon.uoregon.edu>
   B. Ken Lehrman (Dir. Affirmative Action & Equal Opportunity) 6-3123
      <klehrman@oregon.uoregon.edu>
   C. J Shiao (Sociology Professor)
   D. Dr. Jane DeGidio (Dir., Student Retention Programs) 6-1144
      <jdg@oregon.uoregon.edu>
   E. Robert Z. Melnick (Dean, School of Architecture & Allied Arts) 6-3631
      <rzm@oregon.uoregon.edu>
   F. M. Kirk Koenig (Assoc. Dir., Office of Admissions) 6-3201
      <kkoenig@oregon.uoregon.edu>
   G. James Buch (Assoc. VP, Student Academic Affairs) 6-1264/6-1278
      <jbuch@oregon.uoregon.edu>
   H. Jan Oliver (Assistant VP)
   I. Troy Franklin (Assistant Dean of Ethnic Student Affairs)
   J. Stephanie Carnahan (Assistant Dean)
   K. Linda Liu (OMA Advisor) 6-3479
   L. Lorraine Davis (Academic Affairs) 6-2041
   M. Susan Lesyk (Dir., Academic Learning Services) 6-3226
   N. John Moseley (Provost) 6-3186
   O. Joe Wade (Dir., Academic Advising & Student Services) 6-3211
   P. Lyllye Parker (OMA Advisor)
   Q. Tom Hager (Dir., Office of Communications) 6-3131
   R. Martha Pitts (Dir., Office of Admissions)
   S. Patricia Lopez (Assistant Dir., Office of Admissions)

II. THINGS THE ADMINISTRATION CAN DO:
Increase top administration’s “perceived” and real commitment to diversity and multiculturalism. Students, faculty, and staff who feel that there is a genuine commitment tend to be more satisfied. This needs to come in the form of a strong vision and a financial commitment. More specifically:

a. **Leadership.** Emphasis on the importance diversity for the University and convincing people that they have a vested...
interest in it. Being **proactive** and **leading by example** are extremely important. More specifically:

1. Attending events relating to diversity and multiculturalism & STAYING at them. This not only shows that the issue is important, but it is more meaningful that upper administrators attend and stay because it shows the students, faculty, and staff that THEY ARE IMPORTANT and that the institution cares about them. It also offers the opportunity to interact with constituents whom you would not normally interact with and give you a richer appreciation for diversity.
2. Take personal responsibility and INITIATIVE for issues concerning diversity.
3. Making sure to include diversity in everything the University does. It should not be an afterthought.
4. A caring and welcoming attitude.
5. Don’t assume something about someone. If you don’t know, ask politely. For example, ASK a potential minority candidate if they would care to meet a group of other minority faculty, but don’t assume because they are a minority that they would like to meet them.

b. **Facilitate meaningful discussions on all levels of the university.** The first step is getting people to participate in the dialogue. Carla Gary’s Affirmative Action Forum in mid-summer 1999 could be a model for this type of discussion.

c. **Communicate** what types of diversity-related activities are already being implemented and a coherent vision and definition of what diversity is or should be.

1. Create a diversity webpage acting as a clearinghouse for diversity information for the university and assign a specific person or office to organize the information.
2. Add a regular feature in the Oregon Quarterly and Oregon Daily Emerald dealing with diversity initiatives on campus.
3. A **Student Diversity Communication Intern**, modeled after a Ford Foundation Program. In 1996-97 the Ford Foundation funded the "Campus Diversity Public Information Project" where a student intern paid $1000 a semester was to generate news and feature stories on the many aspects of diversity at the institutions and the communities they serve. Based in the Office of Communications (or a similar office) these interns at the
various participating Universities were considered “highly effective” in writing in-depth articles on important diversity events and issues that helped build support in the Universities and especially from the surrounding communities. See

4. Develop a resource guide (like Washington State’s booklet, “Programs Supporting Campus Diversity”) that lists programs, committees, and various groups and organizations throughout campus whose emphasis is on diversity and multicultural activities. Look under the “Human Relations and Diversity website under the Administration section of WSU’s homepage.
http://www.wsu.edu/~hrd/

5. Establish a “Student Ambassadors for Diversity,” in order to increase diversity awareness and to enhance a campus climate that is conducive to the learning and development of all students, faculty, staff, and administrators. They would work closely with the President’s Office, serving as a communication link with students and administrators to assure that the campus climate is hospitable for all. ¹

d. Ensure EVALUATION and ACCOUNTABILITY

e. Rewrite the University’s mission statement to include a greater emphasis on diversity. This is separate from a leadership statement, since this would formally institutionalize diversity initiatives and make it central to whatever the university does in the future.

Recommendations:

A. Develop an INSTITUTIONAL PLAN FOR DIVERSITY² consisting of:

I. Leadership statement. A vision of what the institution can and would like to be. This vision should be consistent with the institution’s values and overall mission. Diversity should be integral in everything the university does, not outside or marginalized. (see the Penn St. President’s

II. Goals. A vision is made concrete by establishing quantitative and qualitative, long-term and short-term goals.

III. Timetable. Set up target dates for when specific goals or projects should be completed. (backwards calendars)

IV. Effective and swift mechanisms for grievence/conflict resolution. It is important to establish a way to deal with conflicts as they arise in the process to prevent escalation of conflict.

V. Monitoring, accountability, coordination, and evaluation. Everyone has a responsibility and should be accountable to a single office or person. An annual and comprehensive audit of diversity for each department and an office or committee given charge would help monitor and evaluate.

B. Award & Recognize faculty, staff, students, departments, schools, offices, and administrators for their contributions to diversity on campus with recognition and a monetary award at an awards banquet or diversity conference. The MLK and OMA awards could be expanded and better publicized. Make it into a big deal.

C. Establish a diversity grant program. This fund would provide funding for a limited number of projects, curriculum, programs, seminars, travel, etc. that have promising potential to contribute to diversity at the university.

D. Award monies for suggestions. A program called “Bright Ideas” at the University of Arizona awards faculty and staff with $100 - $1000 for specific and well thought out ideas to improve the university. A committee then decides the awards. A similar program at the UO could be tailored specifically for diversity or emphasize it. See http://w3.arizona.edu/7bright/bright.html for more info.

E. Diversify upper administration personnel. According to the Office of Affirmative Action, only 2 self-identified African-Americans and one Native American were part of the 40 total Administrative Executives. Of those 40, 28 were male and 12 were female.

F. Develop and sponsor diversity and multicultural workshops, speakers, and symposiums held throughout the year. (Assign

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3 Michigan State’s Idea WebPages “Institutional Diversity: Excellence in Action”.
http://www.msu.edu/access/ideaone.html
President’s Council on Race?) These are separate from programs put on by ASUO sponsored groups.

G. Expand and promote the use of "Faculty Fireside" monies for diversity related faculty “outings.” An existing, and under funded program, it is designed to facilitate outside-of-the-classroom learning by paying for refreshments for faculty to have learning opportunities with students. Last year the program got a great response, but ran short on money. (see Jane DeGidio of Student Retention Programs for more info 6-1144)

III. UNDERGRADUATE RECRUITMENT:

Current State of Diversity in Student Body

A. Existing Percentages:

Enrollment
Undergraduates.............12,212
Graduates...................3,114
TOTAL......................15,326

Full-time: 12,823  Part-time:  2,503
Continuing Education
 (not included in total): 544

Enrollment by Sex

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<th>Female</th>
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<tr>
<td>Undergraduates</td>
<td>5,768 (47.2%)</td>
<td>6,444 (52.8%)</td>
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<tr>
<td>Graduates</td>
<td>1,549 (49.7%)</td>
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Ethnic Identity

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<tr>
<td>African American</td>
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<tr>
<td>Hispanic</td>
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<td>Native American</td>
<td>176</td>
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<tr>
<td>Multi-ethnic</td>
<td>127</td>
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<tr>
<td>TOTAL ETHNIC MINORITIES</td>
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<tr>
<td>White, non-Hispanic</td>
<td>11,163</td>
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<td>Foreign</td>
<td>1,353</td>
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<td>Unknown</td>
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SUMMER DIVERSITY INTERNSHIP PROGRAM
University of Oregon  Eugene, OR 97403-5256  mak@gladstone.uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity
And compliance with the Americans with Disabilities Act
International Students

Enrollment: 1,353 8.8%
Number of countries represented: 84
10 countries with the greatest enrollment:
  Japan, Indonesia, Taiwan, Korea (Rep. of), Hong Kong,
  Thailand, Canada, China, Germany, India

General Observations:
1. **Increase the number of underrepresented minorities, with special emphasis on African Americans and Native Americans**, since they are the most underrepresented of all minority groups. This is partly due to the low numbers that actually graduate from Oregon high schools. Steps should be taken in cooperation with school districts to create programs to increase these graduation numbers. (for more info contact Jim Buch, Assoc. VP of Student Academic Affairs. 6-1278)

2. The DBS scholarship appears to be working well, and should be expanded.

3. Most “Student Affairs” personnel that I’ve talked to have been extremely cooperative and appear to be genuinely interested in diversifying the student population, but seem to be limited by scarce funding. The “Student Affairs” related offices though appear to be fragmented and scattered, limiting its effectiveness. Hopefully, the new Associate VP position for student affairs will help remedy this situation.

4. Improve the campus climate to be more sensitive to issues of diversity.

Recommendations:

A. **Print Admissions materials in other languages** (such as Spanish) since college is usually a family decision. According to Kirk Koenig of Admissions, the U of O only has materials for international students in Spanish and Japanese online. No printed admissions materials are available for domestic minority students in a foreign language. This was explained as the result of the large cost of printing such materials. I suggested that a simple black and white flyer could still be effective. It could explain the confusing process of applying for the UO, hints and tips, and other information reassuring nervous parents that the UO is an outstanding choice for their son or daughter. Jim Buch, the former head of Admissions, says that such materials were available in Spanish when he was there.

B. **Target underrepresented groups in middle schools and high schools where there are large populations.**
C. **Make a personal effort** (such as a phone call) to recruit outstanding underrepresented students (of color, LGBT, women, and other non-traditional groups) and encourage them to apply. They may be identified by high school counselors or other related people. This demonstrates to students that the university cares about them.

D. **Work in cooperation with local high schools** to develop curricula to prepare students for college. Visitations are not enough. (area of further research, possibly with some existing programs in the Education Department or with the proposed Institute.)

E. **Expand the program to offer advice for underrepresented students on filling out applications.** Currently, admissions representatives go to area high schools to assist students on filling out applications.

F. **Recruit** underrepresented groups of students **into academic areas that are underrepresented.** Students of color are most underrepresented in math and the sciences. They tend to be in higher numbers in the social sciences. As one math professor in passing put it, "They see it as a priority to help their community. Math is a luxury. I hope in a few years I'll see a change in the numbers."

G. **Expand the Ducklink program** (where high school students can take up to 8 credit hours of classes at the UO, as long as space permits, for no cost besides incidental fees.) This program could be used as a recruitment tool to help potential minority, LGBT, and non-traditional students get accustomed to and prepared for higher education (hopefully the UO) by taking classes that fulfill basic university requirements such as WR 121 or Math. (or any other subject they may be interested in)

H. **Create a summer "head start" program for underrepresented high school students** to fulfill basic University requirements during their summers after their junior year and after their senior year for little or no cost (possibly a stipend?) in return for "early admission" to the UO.

I. **Expand the number of underrepresented students admitted by the "5% Program" or Undergraduate Support Program (USP).** (see Jim Buch or Susan Lesyk for more info) Currently about 30-35 students are in the Undergraduate Support Program. According to staffers in ALS, it could accommodate up to 50 USP students total, but would need more time from academic advisors (from Academic Advising and OMA) as well as more sections offered for the Writing Composition course (the one to qualify for WR 121).

J. **Faculty need to take greater roles in advising students.** Karen Sprague of Biology would be a great person to talk to according to Susan Lysek of ALS. (area of further research)
K. Expand the "Reach For Success" middle school visitation program as it currently has about 100-150 participants. Partnerships with other colleges and universities in Oregon would be a way to expand and to ultimately get students thinking about attending higher ed, not just the UO. It is HIGHLY reccomended that this program be ADAQUATELY funded, as it incurred a large amount of debt during the last school year. There is much more demand than this program can handle with its current budget.

L. Look into idea of making the SAT questionnaire that is sent by students to the UO as their application for admission. A secondary mailing would be used to confirm pertinent information. This idea was proposed by Jim Buch as a way to simplify the application process to increase the number of applicants to the UO.

M. Promote the application fee deferment program (currently it costs $50 to apply) to high school counselors and teachers. The fee would then be "absorbed" when the student is admitted through a financial aid package. This will help encourage low-income students to apply. Look into the possibility of a privately funded "fee waiver" fund, as the use of public funds for this purpose is prohibited.

N. Less loans, but more work-study funds for underrepresented groups, since they will be less likely to afford to pay back loans. It is likely that private monies would need to be used.

IV. UNDERGRADUATE RETENTION:

General Observations:
1. Underrepresented students, LGBT, women, and other non-traditional students leave UO because of financial situations, unwelcome environment, lack of diversity, isolation

Recommendations:
A. Create mentoring programs: 1) Peer to Peer 2) Faculty to Student
   ♦ A pilot mentoring study of 20 at-risk admit freshmen admitted into the USP program will take place this fall (1999). It will be coordinated by Troy Franklin and Katy Ho. It is recommended that if this pilot study is found effective that the UO implement this on a large scale. Studies show that the first term for freshmen is the most crucial.
Dr. Karen Sprague of Biology has expressed interest in the pilot program above and is looking to implement a similar mentoring program next year, as part of the Process for Change.

A faculty/student mentoring program could be used to draw in groups of students into areas of study (such as science and math) where they are underrepresented. Some funds are available for this especially for the sciences, where most of the money goes under utilized.

Consideration should be given to resurrect the "Building Community" classes from 1993 that used faculty and students as mentors. (see Jane DeGidio from Student Retention Programs for more info)

Look into the possibility of using DBS students for this purpose.

B. More institutional monies for “no-need” scholarships for outstanding underrepresented students. This is necessary to keep the brightest students from leaving for other institutions that may offer more financial support.

C. Create supplemental instruction “How-to-study” mentoring classes for freshmen classes that are considered “high-risk”. (such as Biology, psychology, etc.) Modeled after the USP program, freshmen could learn the necessary skills for succeeding at the university through a course taught in conjunction with a “hard” class to show them how to take tests, study, and provide supplemental learning opportunities that complement the classroom. It would also be small sections so that they can get to know a faculty member.

D. Create Honors programs/classes for students of color (or increase the numbers in existing programs). Too often are minority programs remedial. (area of further study)

E. Multicultural Study Hall with tutors for science, math, and writing. Look into the possibility of using DBS students as tutors to fulfill their hours.

F. Institutional funding for ALS drop-in writing & math labs. Currently no institutional monies are going to these important programs. As a result, they are under staffed and lack the resources necessary to meet the huge demand. The writing lab is especially utilized by international students, according to Susan Lysek of ALS.

G. Institute an "Intrusive Advising" Model. Work with faculty to report underachieving students using a midterm progress report for advising thru OMA or another office (in conjunction with departmental GTFs). This makes the University seem more personal, caring. The “intrusive advising” is a model where students are identified by professors as
having a hard time in class (either by attendance or midterm progress reports) and contact the Office of Multicultural Affairs or Student Advising which calls in the student for an advising session. The GTF could be used as a liaison between the department and the academic advising services.

H. **GTF positions** in departments to do academic advising for minority students and to coordinate diversity initiatives (such as workshops) within the department. (2-3 year commitment) May also report to the proposed **Diversity Institute** and/ or OMA. (See model at Iowa St. Dr. George Jackson 515-294-4111) Talk to the Grad School Dean Marion Freestat 125 Chapman 6-2808 or 6-3332 about the possibility of this.

I. **Multicultural and diversity programming** offered throughout the year to build community (separate from student-organized programming). This may include speakers, symposia, or workshops.

J. **Institutional support for the Student Unions.** Especially staff to ease the administrative burden on student leaders, so that they can focus more on academics. Many student leaders tend to sacrifice their school work for the organization.

K. **An regular feature article on diversity efforts in a monthly or quarterly publication**, such as the Oregon Quarterly or the Emerald. This can take the form of print, the web, or both. Communication of the efforts done lead to greater satisfaction if students know the institution is committed to it.

L. **Create an effective advertising campaign** to educate the campus on the value of diversity and where to report discrimination.

M. **Ongoing student activities** such as tailgaters, dances, etc. to build community. This could be co-organized by Office of Student Life and ASUO.

N. **Expand the emergency loan program** for students in debt but are close to graduation. Minority students are often more likely to be in financial difficulties that prevent them from graduating.

O. **Budgeting counseling** for students since it may be their first time working within a budget. They may tend to use money set aside for college for family needs.

P. **Create programs specific for Diversity Building Scholarship (DBS) scholars to fulfill their volunteer hours** requirement that are more directed and regular. Have entering freshmen DBS students use the first year to do research and meeting with people and groups for diversity and then make a proposal for a 2 or 3 year program that furthers diversity at the UO in some way (they could relate it to their major or career interest). DBS students could also be used as mentors.
and tutors to solve some of the lack of funding for these types of programs.

V. FACULTY RECRUITMENT:

General Observations:

1. More needs to be done about **expanding the pool** of minority, women, and other underrepresented groups.

2. **It's not all about the salary.** Many at the UO will argue that low salaries are the biggest hurdle in achieving a diverse faculty make up. Although it is a factor, consider this: If the pay is so low, then how can we attract and keep quality MAJORITY faculty? Their pay is on the “same” level (at least I hope it is) as the minority and women faculty. So how come we have little problem attracting and keeping majority candidates, while we struggle in even getting a few minorities and women to apply? I believe that this points to the **campus climate**. If we can’t offer minorities and women higher salaries and benefits, then we must do more in fostering a climate on campus that is caring, welcoming, supportive, and open minded. Not only that, but partnerships should be forged with Lane County and the City of Eugene/ Springfield to promote a more diversity minded climate. I echo the opinion of many when I say that the culture of Eugene is “liberal” in reputation, but when it comes to issues of race and ethnicity it is very conservative, resistant, and unwelcoming.

3. **Recruiting should be more proactive,** by going out and seeking qualified minority and women candidates.

4. **Recruit for potential.** Because we as an institution cannot attract top tier faculty who are already established, we should look for more minority and women junior faculty or fresh PhDs with great potential.

5. **Greater monitoring and accountability** at all levels. For example, both the Deans and the Provost should know how much money and effort is spent on “expanding” the pool of candidates. Or surveys to assess the effectiveness of existing diversity programs, such as the Minority Recruitment Program. Currently, neither of those assessments are conducted.

6. **See “Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education”** an online article at: [http://www.inform.umd.edu/diversityweb/Leadersguide/fsi/keeping1.html](http://www.inform.umd.edu/diversityweb/Leadersguide/fsi/keeping1.html)
The Search Process Recommendations:

A. It is STRONGLY recommended by this reviewer that the University hire a Recruiting Officer for the Office of Affirmative Action and Equal Opportunity to focus on ACTIVELY recruiting for openings at the university. Currently, the Affirmative Action office is understaffed and therefore unable to take a more proactive approach. This person should be extremely experienced in recruiting for academia, and be able to offer training and help build strategies to help departments expand the pool qualified of applicants. They should travel to where the under utilized candidates are (minority academic conferences, symposia, etc.). Currently, the Office of Affirmative Action does not have the in-house experience necessary for a position like this, according to its director, Ken Lehrman.

B. Deans must take responsibility in all searches. Dean Melnick of the School of Architecture has required his department heads to submit a plan/proposal of how a search will recruit underrepresented applicants before a search can be funded. They must be proactive in promoting diversity. The deans should be held accountable.

C. All requests for permission to search for academic appointments must include a plan for reaching potential minority, women, LGBT, and other non-traditional candidates. This plan should be specific and will be in addition to other plans to advertise the position. All requests will be reviewed by the Dean of the school and any search which does not have such a plan should not be approved. (From Dean Melnick, School of Architecture and Allied Arts.)

D. Reinstate an UPDATED VERSION of the TARGET OF OPPORTUNITY PROGRAM for searches involving faculty of color, women in academic disciplines where they are severely underrepresented, and academic “stars” of the first magnitude (American Academy, National Academy, Nobel Laureate, etc.) In the past the Provost provided 100% of the funding in years 1 and 2, and 67% in year 3, and 50% for the remainder of the individual’s employment at the University. The relevant departments, programs, schools and colleges needed to reallocate their funds to the positions on that time course. A past problem with the program was the stigma of being hired under this program. Call it a fellowship or chair etc. to make it highly desirable.

This is just one way the University could ACTIVELY recruit quality candidates to apply. Many quality minority candidates may not be looking for a new job, but it would show that the university CARES
enough and WANTS them, and maybe in the future the person may be looking for a new job and consider the UO.

E. **Do not assume that faculty of color do not want to come to Eugene because it is not very diverse.** Many faculty are attracted to places where they may be given an opportunity. Remember that they are first a scholar, and their race or ethnicity, gender, sexual orientation, etc. is SECOND. Sell instead the quality of life in Eugene, its beauty, and for faculty with children, the quality of public education, just like you would with a majority candidate.

F. **A pot of money should be available from both the Provost and the individual Deans** to help out departments with fulfilling their plan for diversity on the search.

G. **Sending recruiters to minority, LGBT, women, and other non-traditional group attended conferences** related to the academic field should be considered in a search committees diversity plan. Some or all of the cost could be paid for by the proposed pot of money from the Provost or the dean.

H. **Revise and update “The Academic Appointments Process and Other Academic Personnel Matters”** the search committee packet from the Office of Academic Affairs and Provost. This (to my knowledge) was last updated on January 1994. Make up an accompanying one or two page summary of the important information in the packet in order to make it more “user friendly.” The diversity tip sheet that appears on page 55, should be moved to the beginning of the packet. These pages contain valuable information that SHOULD BE READ BY ALL MEMBERS OF THE COMMITTEE and IMPLEMENTED.

I. **Place regular ads for openings in minority, LGBT, and women read journals.**

J. Require all search committee members to **identify at least 1-3 qualified minority, women, LGBT, and other non-traditional applicants** and encourage them to apply.

K. **1 committee member charged with coordinating the above recommendation.**

L. **an Affirmative Action officer to sit in on all search committees or a TRAINED representative from the committee.** This could possibly be the same committee member as in the “K” recommendation previous.

M. **If a non-traditional candidate makes it to the short list, they are automatically brought to campus for an interview IN ADDITION to those already chosen for the interview (reviewed by the dean, monies from the Provost?)**
N. **Increased salaries and compensation packages** to be more competitive with other Universities.

O. In some situations, an underrepresented candidate found in one search may be referred to another unit because of her/his good fit and qualifications. The unit will also receive acknowledgement for this hire in an annual University Audit of Diversity. (MSU idea)

P. Make sure that when an offer is extended to a candidate that his/her **spouse or domestic partner is “taken care of.”** In the past, a quality candidate may have not accepted an offer because the committee may have overlooked his/ her spouse/ partner. The University offers a program for finding employment for tenure-track faculty spouses. This should be extended also to partners of the potential hire.

Q. RECRUIT from the **private sector.** Many minority candidates go into the private sector because they could not find jobs in higher education.

R. RECRUIT from **historically black colleges and universities.** Not only when recruiting for an opening, but possibly for visiting appointments and chairs.

S. **The Provost should require all under utilized (underrepresented) departments to increase the number of faculty in the under utilized areas** within a specified time frame or else be sanctioned by freezing any additional hires or some amount of funding until this goal is met. It is recognized however, that this would not be a very popular policy for very obvious reasons, but it should be noted that it has proved effective for exacting swift response at other institutions where this was tried. At the very least, a **formal review of the underutilized department should be conducted** by someone outside the department, in order to recommend improvements to the specific department’s policies and procedures in meeting its utilization goals.

T. **Be willing to reopen the search** if a qualified minority and/ or female candidate has not been identified as a finalist. This responsibility should fall on the committee heads, the department heads, Deans, and Provost.

U. Prepare a list of questions relevant to the position that will be asked of all candidates; examine the questions to determine whether any of them might have the effect of unfairly eliminating minority or female candidates.

**V. MAKE THE CANDIDATE FEEL WELCOME AND WANTED!**

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**VI. FACULTY RETENTION:**

SUMMER DIVERSITY INTERNSHIP PROGRAM
University of Oregon  Eugene, OR 97403-5256  mak@gladstone.uoregon.edu

An equal-opportunity, affirmative-action institution committed to cultural diversity
And compliance with the Americans with Disabilities Act
Recommendations:

A. **Formalized Exit Questionnaires.** Currently, only informal interviews for departing faculty are made. These questionnaires should then be analyzed and recommendations (if any) should be made to improve retention efforts. **THIS IS HIGHLY RECOMMENDED.**

B. **“competitive retention” - mentoring and sponsorship, research leaves and facilitation, special chairs or appointments.**

C. **2 year visiting position** for traditionally underrepresented groups who have a relatively new PhD with the option of tenure track at the end of the term. They would work collaboratively with a senior faculty member on a project. “Recruit for potential.”

D. Resurrect a **non-traditional/underrepresented faculty organization** on campus

E. **Minority/Non-traditional Faculty should not be asked to do too much**

F. Increased monies to **reduce teaching loads** for underrepresented tenure track faculty

G. Expand "Family Friendly" programs.

H. Increased salaries and/or benefits packages.

VII. AREAS OF FURTHER RESEARCH:

A. **ADMINISTRATION RETENTION & RECRUITMENT:**

   1. Create administrative mentorships for staff and faculty interested in administration, encouraging members of underrepresented groups to apply. Professional development is an important part in recruiting and retaining ambitious staffers.

B. GRADUATE STUDENT RECRUITMENT & RETENTION

C. STAFF RECRUITMENT & RETENTION

VIII. CONCLUSIONS:

The University must not fear pushing the envelope to do new and innovative things. Too much of what the University of Oregon does is hit and miss, and no one seems to know for sure what anybody else is doing. Here again are six major elements to make diversity work on this campus:
1) Strong Leadership.
2) A continuous dialogue on diversity
3) A Comprehensive Diversity Plan
4) Mechanisms to ensure monitoring, evaluation, and accountability
5) Adequate resources (personnel, funding, etc.)
6) Improve the campus climate

Also, a mechanism and institutional support to ensure that the work of these internships this summer does not end up on some shelf collecting dust. Someone needs to present these recommendations, push for their implementation, and monitor the progress of the institution. Since these internships will no longer exist and no proposal as of yet has been made by the institution to continue the work, I am skeptical of the commitment by the administration to the work the interns have done to further diversity on this campus.

Through my research this summer, I have come across numerous documents of past recommendations that were made, but never implemented. I have noticed, that there tends to be a cycle of inaction and resistance on the part of the administration, protest by students, a temporary fix by the administration, then inaction and laziness again. We need to break this self-destructive cycle. The only way is to institutionalize the student voice so that their concerns are heard at the very highest levels. Then we as students, faculty, staff, and administrators need to work together on solutions to these problems. That communication between these levels in a constructive manner was exactly what made this summer internship program successful. By discontinuing this work, the institution puts itself in danger of repeating history. I hope that the administration will act swiftly and decisively to put into place at least an interim framework to keep the work of this summer alive.