Over the past several years, The College of St. Scholastica has been striving to increase the diversity of its faculty and staff to create a more welcoming, inclusive community for our increasingly diverse student body. This plan outlines specific strategies to be implemented in 2012 to increase the diversity of faculty and staff from 8% currently to 12% by September 2016. It was created in collaboration with Human Resources, the Office of Institutional Diversity, and a core group of faculty using the input gained from numerous discussions throughout the campus community. Input from Dr. Kathy Obear and her work with the College’s MCOD process has also been incorporated.

Rationale for Increased Diversity of Faculty and Staff

1) Supports the College’s Benedictine Values
To demonstrate our Benedictine values of Community, Hospitality, Respect and Love of Learning, and to further our commitment to promote Catholic social justice, we must be deliberate in our efforts to ensure that all feel welcomed and empowered to fully participate and succeed in our community, regardless of race, ethnicity or any other difference.

2) Creates a Richer Learning Environment for Students
Faculty and staff diversity correlates with success of historically disadvantaged students. [i] [ii] Research has also shown that all students benefit from learning in a racially and ethnically diverse environment, and that these benefits "cannot be duplicated in a racially and ethnically homogeneous academic setting." [iii] In fact, empirical evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students. [iv]

3) Serves to Keep the College Competitive
While the population of white college-bound students in Minnesota and the region is in decline, the population of historically underrepresented students continues to grow. By 2015, 80% of anticipated 2.6 million new college students will be students of color (Educational Testing Service). To attract and retain students of color, student perception of the diversity climate is a key factor in determining whether to remain at an institution. The AACU reports that this perception is directly affected by the presence or absence of faculty of color. [v]
Alignment with College Goals

The College has made further diversifying its faculty and staff a high priority as evidenced by including diversity in the following statements and planning documents:

The College’s Diversity Statement

_The College of St. Scholastica is committed to fostering a learning environment that is culturally diverse and pluralistic. Informed by our Benedictine heritage and its values of community, hospitality, respect, stewardship and love of learning, we are compelled to be open to diverse points of view and not avoid dissent, while constantly being mindful of what it is to be an engaged community working for social justice. To do so recognizes human dignity, difference and equality that includes, but is not limited to: race, age, class, gender, sexual orientation, physical abilities/qualities, and ethnicity._

_In our striving to be an inclusive community, we must engage in intellectual discourse and exchange if we hope to develop an understanding of our commonalities and differences, even if this discourse and exchange result in conflict and change. The challenge that lies before us as a community is to embody in our institutional life what it means to be truly committed to cultural diversity and pluralism._

Strategic Plan

Strategic priority 1 - Distinctive Educational Experience

Goal 2: Prepare students to live and work in a diverse world

**2011-2012 Institutional Objective - Develop and begin implementation of more intentional means to recruit and hire diverse faculty and staff.**

**2012-2013 Institutional Objective - Develop and implement more intentional means to admit and retain diverse students including students of greatest need, and to recruit and retain diverse faculty and staff.**

Key performance indicator – Faculty/staff ethnic diversity - The College has set a target to increase its employee diversity to 12% by September 2016. To meet this longer term goal, 20% of new hires would need to be diverse candidates.

Academic Plan

The plan for 2011-2016 includes a goal to increase the proportion of faculty from diverse racial and ethnic backgrounds (Goal 5).

Note: Within the scope of this diversity hiring plan, the definition of diverse candidates is based upon the information required for Integrated Postsecondary Education Data System (IPEDS) reporting. This includes: Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Multi-racial.

The College is fortunate to have a wide range of diversity among its faculty, staff and students outside this definition, including diversity in age, socioeconomic class, educational level,
gender, national origin, physical and mental ability, sexual orientation, veterans/active military
and spiritual practice. While this plan addresses diversity goals specific to race and ethnicity,
successful implementation of this plan should also foster a climate and atmosphere where
people who identify with other diverse groups feel profoundly welcome and valued.

**Diversity Hiring Plan Goals and Strategies**

**Goal 1: Enhance Recruitment and Hiring Practices to Promote Inclusivity**

**Strategy 1.1** Develop language for all faculty and staff postings appealing to diverse applicants.

**Strategy 1.2** Create and keep current a repository of diversity advertising venues. Human
Resources and hiring managers will work collaboratively to select advertising sites with the goal
of creating a diverse applicant pool.

**Strategy 1.3** Provide workshops, facilitated by Institutional Diversity, to enhance the
awareness of and sensitivity to diversity issues as they relate to hiring.

**Strategy 1.4** Create a core group of approximately twenty faculty and staff who will become
knowledgeable with regards to bias-free searches, selection and interview processes. Each
school and vice president’s area will be represented by at least one participant. All faculty and
staff search committees will include at least one person from this core group.

**Strategy 1.5** Develop an on-line educational module to be completed by all faculty and staff
hiring committee members. The purpose is to ensure all hiring committee members understand
the benefits of a diverse, talented faculty/staff and are aware of subconscious and sometimes
conscious filters through which members review applicants, inadvertently resulting in
"sameness" of candidates selected.

**Strategy 1.6** Evaluate all candidates, in part, on their experience contributing to or
participating in dynamic diverse environments, or by describing how they might do so in a way
that will be relevant to the functions of the position. Human Resources will provide the hiring
manager with sample diversity interview questions.

**Strategy 1.7** Initiate a collaborative effort with other large employers in Duluth which have
identified attracting diverse employees as a priority. Potential collaborators include UMD,
UWS, LSC, Essentia Health, ALLETTE and the Duluth Area Chamber of Commerce.

**Strategy 1.8** Review the College’s current adjunct faculty selection process and develop
strategies to include more diverse candidates.

**Strategy 1.9** Seek the financial resources and identify the processes necessary to employ
faculty who require employer sponsorship in order to be eligible to work in the United States.
May 2012

**Goal 2: Engage and Retain Diverse Faculty and Staff**

**Strategy 2.1** Collaborate with other regional employers to provide preferential interview opportunities to dual career partners of newly hired faculty and staff.

**Strategy 2.2** Provide relocating faculty and staff information about the community, community groups and organizations, schools, etc., that would provide a supportive environment for them and their families.

**Strategy 2.3** Develop a pilot mentoring program for new minority faculty and staff to better assure their retention.

**Strategy 2.4** Connect the College’s recently relocated new faculty and staff with others in the community. Example: Upper Midwest Higher Education Consortium (UMWHERC) New Employee Reception, hosted by CSS, will be held fall 2012. New faculty and staff from St. Scholastica, UMD, Lake Superior College and UWS will be invited.

**Goal 3: Advance Diversity Efforts at the College**

**Strategy 3.1** Faculty governance and administration should work together to revise the Promotion and Tenure (P & T) criteria to include the College’s commitment to diversity. Sample criteria may be: Teaching, research, professional and public service that promote and support diversity and/or social justice issues should be encouraged and recognized. Scholarly work that contributes to the improvement of teaching and learning of diverse populations and that contributes to and/or expands upon an existing body of literature, will count in P & T.

**Strategy 3.2** Recognize staff efforts to promote inclusivity and diversity in the annual performance appraisal process. Cultural competency will be included as a standard part of every job description and the employee’s competency in this area will be evaluated.

**Strategy 3.3** Encourage faculty and staff attending professional conferences to intentionally network with diverse faculty and staff from other institutions with an eye on existing or future position openings at CSS.

**Strategy 3.4** Explore the possibility of creating a separate funding source to allow our diverse faculty and staff to attend conferences with the goal of career development and also recruiting other diverse faculty and staff.
Plan Evaluation

Although the College has an overall faculty/staff diversity goal, more specific assessment measures will be developed to evaluate the effectiveness of the College’s diversity hiring practices. Criteria such as campus location, school/department and turn-over information will be considered. These statistics will be reviewed annually to determine the effectiveness of the College’s diversity hiring practices in meeting the established goals.

References

[i] For students who’ve overcome societal, economic and educational barriers and have gained access to higher education, positive messaging and relationships with faculty and college leadership sharing similar life experiences is critical in their educational, cognitive and professional development. Williams, R. (2000). Faculty diversity: It’s all about experience. Community College Week, 13(1), 5.

[ii] Faculty, along with staff, serve as an institution’s front-line representatives, and in the academic realm, faculty are also the embodiment of authority on campus. Students are painfully aware when there is discrepancy in diversity between the faculty and student bodies on their campus, and failure to actively and publicly pursue a more diverse faculty sends a message of insincere commitment to diversity.”

[iii] “The evidence presented in this report demonstrates that campus diversity provides educational benefits for all students—minority and white alike, and that these benefits cannot be duplicated in a racially and ethnically homogeneous academic setting. These findings should cause us to take a fresh look at efforts by universities to increase diversity, viewing them not only as a means of providing equal opportunity, but as a critical academic tool in offering students the best education possible.” Stanley O. Ikenberry, in “Does Diversity Make a Difference”, a report sponsored by the American Association of University Professors (AAUP) and American Council on Education (ACE), 2000

In 2000, the AAUP and ACE explored the impact of compositional diversity on student learning outcomes in higher education by compiling findings based on three studies, including analyses of data from more than 570 faculty members at research universities who completed a survey on their attitudes toward, and experiences with, racial and ethnic diversity. More than two-thirds of faculty members responded that all students benefit from learning in a racially and ethnically diverse environment, an attitude which is backed up by a large body of research.

“Institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is distinctively different from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development. By contrast, institutions that have a homogeneous community and replicate the social life and expectations of their students' home communities are more likely to impede personal and intellectual development because students are not as challenged in these ways.”

(Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions, Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon).

[v] AACU, 2005, (Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions, Damon A. Williams, Joseph B. Berger, and Shederick A. McClendon).