



**Ensuring Diversity
In
Faculty, Staff and Students**

Policies and Procedures

Developed by

School of Public Health and Information Sciences

Diversity Committee

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Table of Contents

INTRODUCTION AND BACKGROUND..... 1

MONITORING GOALS, POLICY, PROCEDURES, AND PROCESSES.....3

DEVELOPING AND REVISING MEASURES OF STUDENT DIVERSITY.....4

*STRATEGIES FOR RECRUITMENT AND RETENTION OF A DIVERSE BODY OF FACULTY,
STAFF AND STUDENTS*.....5

TABLE OF RECRUITMENT STRATEGIES AND ACTION STEPS.....9

APPENDIX..... 12

INTRODUCTION AND BACKGROUND

Diversity Statement

The School of Public Health and Information Sciences has adopted the following statement on diversity:

“The diversity mission of the School of Public Health and Information Sciences is to create an environment in which each person can achieve his or her full potential independent of ethnicity, race, gender, age, disabilities, sexual orientation or religion, beliefs, or absence thereof.

“The School holds that diversity encompasses:

- **Human diversity**, characterized by physical appearance, personal characteristics, life experiences and preferences.
- **Cultural diversity**, characterized by beliefs, attitudes, values, customs, history, geography and norms.
- **Research, teaching and service diversity**, characterized by academic preparation, theoretical approaches and community based applications.

“The School aims to build a diverse community that is both nurturing and challenging with a philosophy of diversity based on the respect for one another and recognition that each person brings unique attributes, talents and contributions to the School.”

Responsibilities of the School

The School will develop and revise as needed all policies and practices to avoid biases and barriers to inclusion. It will ensure recognition of diversity in institutional decision making, committees, policy development, planning and institutional goals.

Diversity Officer and Diversity Committee

To realize its diversity mission and goals, the School has established the position of Diversity Officer and the Diversity Committee within the Dean’s Office.

The Diversity Officer is responsible for executing and coordinating diversity activities for the School. He or she serves as Chair of the Diversity Committee and reports to an Associate Dean. The Diversity Officer is a member of the Executive Faculty of the School and is appointed by the Dean.

The Diversity Committee is charged as follows:

- To develop and revise policies and procedures to promote and monitor diversity in all aspects and activities of the School of Public Health and Information Sciences, in accordance with University of Louisville guidelines, School Bylaws and Rules, and the School’s Diversity Statement (below).
- To work in conjunction with the Rules, Policies, Credentials Committee in monitoring progress toward and achievement of established diversity goals, and to report the findings annually to the Dean.

Diversity and the School's Bylaws and Rules

The Bylaws and Rules of the School contain the following with regard to diversity.

Section 1. PROCEDURES FOR SELECTION & GOVERNANCE

A. Election and Appointment of Members

...

4. The following procedures shall be followed to ensure adequate gender and under-represented minority composition across the standing committees of the school of Public Health. As a minimum, one female and one under-represented minority shall be in each of the standing committees. Prior to committee elections each spring, the Rules, Policies, and Credentials Committee (RPCC) shall review committee composition and request appropriate nominees from the Chairs of eligible departments as detailed in Art. VII, Sec. 2.A.2.c. Upon completion of the ballot tally, the Secretary of Executive Faculty shall notify the RPCC of the committee membership. The RPCC shall determine the adequacy of gender and under-represented minority composition of each of the committees listed above. If adjustment is needed, the Dean shall be provided the names of eligible candidates and he/she will appoint an individual to serve. If there are no eligible candidates, the committee will be charged with seeking appropriate advice from the under-represented constituency at the School before voting on issues of significance.

Appendix 9: Other Committees of the School of Public Health/Health Information Sciences

Section 1. SEARCH COMMITTEES FOR DEPARTMENT CHAIRS

A. Membership

The Committee is appointed by the Dean. The Dean appoints its Chair from among its Executive Faculty. The Committee consists of three Executive Faculty with the rank of professor or associate professor. Gender and minority composition shall be considered in making the appointments. It will also include an Executive Faculty member of the Department concerned, and may have other non-voting members from outside of the School of Public Health/Health Information Sciences Executive Faculty. The non-voting members, however, may not exceed 49% of the Committee's Executive Faculty.

MONITORING GOALS, POLICY, PROCEDURES, AND PROCESSES

The Diversity Committee will review all policies and practices in the School for biases and barriers to inclusion, as consistent with University and School bylaws, rules, and policies; and recognition of diversity in institutional decision making, policy development, planning, institutional goals and, working with the Rules, Policies, and Credentials Committee, composition of committees. It will assess issues of diversity as they affect faculty, staff and students and will make recommendations to the Dean annually and as necessary.

The assessment of policies, practices and outcomes will take place during the summer months (May-July) of each year preceding the start of a new academic year. Data for the study will include existing data bases, reports of meetings and survey data.

The School will:

- Actively recruit and retain a diverse faculty, staff and student body that includes minorities, women and persons with disabilities.
- Develop and monitor policies that support diversity.
- Support regular training for faculty and staff in issues of diversity.
- Establish curricula that reflect inclusion and diversity.

Discussion: The recruitment and retention of diverse faculty, staff and students will be monitored through data bases and reports of processes and outcomes. Equity and diversity climates will be assessed. All data will be analyzed by gender, race and ethnicity and disabilities.

An annual review of processes and outcomes will assess the effectiveness of the policies and procedures of the School by its performance against its scorecard and other benchmarks, including trends and available national and local data and other measures to be developed.

The following documents and materials will be subject to review:

- Policies and procedures of the School and its departments and academic programs.
- Data associated with advertising and hiring and retention of faculty and staff.
- Data bases of student admission, retention and achievement.
- Reports of outcome measures identified by the School.
- Diversity survey reports.

The Diversity Committee will monitor faculty, staff and student data as set out in the planned review cycle and submit an annual report to the Dean. Following review and approval by the Dean, a summary report will be made available to faculty, staff and students as appropriate.

In addition, roundtables held as part of the assessment of the diversity climate will serve as mechanisms for engaging in critical discussions about the ways in which the School creates an inclusive environment, and treats and responds to its diverse community.

DEVELOPING AND REVISING MEASURES OF STUDENT DIVERSITY

Introduction

The Diversity Committee will have responsibility for developing and monitoring measures of diversity. It will assess existing measures of student diversity annually and develop new measures as appropriate. It will make its recommendations to the Dean.

Procedure for developing and revising measures of student diversity

The Diversity Committee will recommend additional measures of student diversity. The Diversity Officer will supervise the process for developing and revising measures by:

- Presenting the problem and need for additional or revised measures of student diversity to the Diversity Committee.
- Reviewing the School's bylaws, rules, policies and procedures, including its Diversity Statement (above).
- Reviewing existing measures and outcomes.

In reviewing existing measures, the following will be considered:

- Goals and objectives set by the school for student diversity.
- Elements of student diversity that contribute to these goals and objectives.
- Elements of student diversity that the School currently measures.
- Outcomes contained in:
 - University and School scorecard.
 - Student data for the current and past three years.
- Measures of student diversity that are currently used.

If there are elements of student diversity that the School wishes to measure but are not available with existing data and instruments, the Diversity Committee will move to the next phase of developing new measures.

In developing new measures, the following will be considered:

- Elements of student diversity that are missing from existing measures.
- Elements of student diversity that the School wants to measure.
- Possible measures of student diversity to assess the goal by:
 - Considering what is measurable through the use of existing data.
 - Selecting measures appropriate for assessing the goal.
- Measures of student diversity not currently available for assessing the goal.
- Resources needed to measure selected elements of student diversity not currently available by:
 - Reviewing available resources,
 - Selecting measures appropriate for assessing the goal.
- Data collection needs for added measures
- Adoption and adaptation of existing measures of student diversity
- Data collection processes for additional measures.

STRATEGIES FOR RECRUITMENT AND RETENTION OF A DIVERSE BODY OF FACULTY, STAFF AND STUDENTS

With the goals of increasing the recruitment, growth and retention of a diverse faculty, staff and student body and of promoting racial, ethnic and cultural diversity in the School, the Diversity Committee will participate in the review of strategies used for the recruitment of faculty, staff and students.

A formal review of the strategies will be undertaken annually and recommendations will be submitted to the Dean.

Efforts must be continually made to identify and eliminate barriers within the University and within the School that prevent faculty and staff from applying or obtaining jobs for which they are qualified and that prevent students from applying or being admitted to programs for which they are qualified.

Strategies for recruiting and retaining diversity among faculty, staff and students must be monitored and revised periodically to meet the established goals.

University of Louisville Diversity Resources may be found at <http://www.louisville.edu/provost/diversity/>

Faculty

Establish Diversity-Sensitive Search Committees. A diverse search committee should be in place for recruitment for each position. Each department should make a concerted effort to appoint a search committee that represents a cross section of diverse faculty that includes members who will monitor the affirmative action efforts of the search committee. If necessary, representation of minorities from other departments should be considered as non voting members who will constitute no more than 49% of the committee.

Develop Position Announcements. Before initiating a search for a faculty position, the position description should be carefully reviewed by the search committee, the chair of the department, and the Dean's Office. The position should reflect the needs of the department and should be drafted broadly to attract the largest available pool of potential candidates. The development of policies that encourage spousal or partner hiring and family relocation programs should be considered to attract a more diverse pool of candidates to faculty positions.

Advertise the Position Widely. Search efforts should include a large number of available venues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites. Advertisements are required to state that the University is an "Equal Opportunity/Affirmative Action Employer" and that "all qualified applicants are encouraged to apply, including minorities and women." An effective faculty affirmative action program is important to ensure that positions are advertised properly within organizations and publications that target women and minority audiences. The development of position announcements should include:

- A strong statement in the posting and advertising about the importance of diversity at the University and School.
- A clear invitation to minorities, women and persons with disability to apply.

Outreach. In order to increase the numbers of superior applicants for faculty positions, search committee members should write letters or place phone calls to their colleagues to ask about promising candidates, particularly minority and women candidates. In addition, committee members should attend conferences or meetings primarily attended by minorities for the purpose of recruiting, provided timing of the search and the conferences is not an issue. Contact with minority professional associations should also be encouraged.

Monitor the Selection Process. The department should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. Search committees should prepare written de-selection documents that describe the reason for rejecting candidates. The Dean or department chair should review these documents and review the committee selections process to ensure that they meet the selection criteria listed in the position announcement and that qualified candidates were not denied an equal opportunity to compete for the position.

Accommodate for Special Needs. Flexibility to accommodate special needs is important in the recruitment. It is important to understand and accommodate faculty with care giving- or disabilities-related needs. Departments may explore full- or part-time appointments for faculty who desire those arrangements. Faculty should be informed of their options under the University and School policies to request leave, modify work schedules or other possible accommodations. Departments also should consider care-giving and medical needs of faculty in scheduling meetings and service assignments, if feasible.

Create a Diverse Climate. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education and programming. Develop campus partnerships to enhance knowledge of campus group, offices, and units. Establish collaborative working relationships.

Staff

Establish Diversity-Sensitive Search Committees. A diverse search committee should be in place for recruitment for each position for which a search committee is required by University policy or is considered desirable by the hiring department and the Dean's Office. Each department should make a concerted effort to appoint a search committee that represents a cross section of diverse employees that includes members who will monitor the affirmative action efforts of the search committee.

Develop Position Announcements. Before initiating a search for a staff position, the position description should be carefully reviewed by the search committee, if formed, and the department chair or position supervisor and Dean's Office. The position should reflect the needs of the department or unit and should be drafted broadly to attract a large pool of qualified candidates.

Advertise the Position Widely. Search efforts should include a large number of available venues for publicizing the position, including personal contacts, listservs, mailing lists, and School and University Web sites. Advertisements are required to state that the University is an "Equal Opportunity/Affirmative Action Employer" and that "all qualified applicants are encouraged to apply, including minorities and women." An effective affirmative action program is important to ensure that positions are advertised

properly within organizations and publications that target women and minority audiences. The development of position announcements should include:

- A strong statement in the posting and advertising about the importance of diversity at the University and School.
- A clear invitation to minorities, women and persons with disability to apply.

Outreach. In order to increase the numbers of superior applicants for staff positions, search committee members, if applicable, and others who may know about the vacancy should write letters or place phone calls to their colleagues to ask about qualified candidates, particularly minority and women candidates.

Monitor the Selection Process. The department or unit should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. The selection of the candidate must be based on clearly articulated performance criteria and clear guidelines for the skill sets being sought. The Dean's Office and department chair or position supervisor should review these documents and review the committee selection to ensure that qualified candidates were not denied an equal opportunity to compete for the position.

Accommodate for Special Needs. Flexibility to accommodate special needs is important in recruitment. Departments and units may explore full- or part-time appointments for staff who desire those arrangements and where compatible with the position. Staff should be informed of their options under the University and School policies to request leave, modify work schedules or other possible accommodations. Departments also should consider care-giving responsibilities and medical needs of staff in scheduling meetings, if feasible.

Create a Diverse Climate. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education, training and programming. Develop campus partnerships and enhance knowledge of campus resources for a diverse faculty, staff and student body. Establish collaborative working relationships.

Students

Establish Diversity-Sensitive Recruitment. Particular attention should be given to recruiting efforts in Historically Black Colleges and Universities (HBCUs), other minority serving institutions and on the UofL campus to minority students. Special effort should be made to follow up on minority student applications, particularly if the application was incomplete and its review would be dependent on its completion. Materials distributed at conferences and college fairs should demonstrate and reflect a value for diversity. Provide information to students about opportunities to finance their degree with resources of which they may not be aware.

Materials. Develop print materials for distribution at conferences and college fairs and sent out in mailings that demonstrate and reflect the School's value in having a diverse faculty and student body. The web-site of the school must also be updated periodically to reflect the school's value for diversity. Care must be taken to ensure that processes are not exclusionary. Materials must reflect the information and resources that support potential students from underrepresented minority groups and students with disabilities. Issues of concern among students include financial aid/resources, academic resources and support, and quality of intellectual life.

Establish Diversity-Sensitive Selection. Ensure a selection process that is free from bias, and an admission process that is based only on the selection of students who are qualified to enter the field of public health. Particularly monitor the exclusion of minorities and other underrepresented groups.

Monitor the Selection Process. The admissions committee should establish procedures for selection that require applications to be read by more than one person so as to minimize the possibility that qualified candidates may be overlooked. The selection of the candidate must be based on clearly articulated performance criteria and clear guidelines. Establish a norm where a diverse student body is a desired attribute. The committee chair should review data related to offers and selections periodically to ensure that qualified candidates were not denied an equal opportunity to compete for a place.

Create and Support Diverse Curriculum and Pedagogy. Provide curricula that include multicultural content through 1) inclusion of a variety of perspectives, 2) discussions of social contexts, including issues of equity and justice, and 3) activities that foster critical thinking and the development of self-awareness. Identify and minimize pedagogical and related barriers to student learning.

Create a Diverse Climate. Create a campus of faculty and staff diverse in human, cultural, research, teaching and service characteristics. A diverse faculty often reflects a school's commitment to educational equity. Develop a community that values and advances a climate of inclusion, diversity, and equity for all individuals through education/training and programming. Develop campus partnerships and enhance knowledge of campus resources for a diverse student body. Create a campus that cares for each other and shares their talents and gifts. Issues of concern among students include affirmative action, financial aid/resources, academic resources and support, and quality of intellectual life. Provide information to students about University resources, offices and departments for support services (e.g., African-American Affairs, the Women's Center, computing services, libraries, Disability Resource Center).

TABLE OF RECRUITMENT STRATEGIES AND ACTION STEPS

FACULTY	STRATEGIES	PROPOSED STEPS
<p>Enhance recruitment and retention of a widely diverse faculty with emphasis on racial and ethnic minorities</p>	<p>Establish a diversity-sensitive search committee and monitor the selection process</p>	<p>Search committee should represent a diverse cross section of the faculty and include members who will monitor the affirmative action efforts of the search committee.</p>
	<p>Advertise the position properly within organizations and publications that target women and minority audiences</p>	<p>Include available venues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites.</p>
	<p>Perform a non-discriminatory interview</p>	<p>Matters related to the candidate’s race, ethnicity, ancestry, or national origin should not be open for discussion except when brought up by the candidate and only under limited circumstances.</p>
	<p>Accommodate for special needs</p>	<p>Develop family friendly program, such as spousal/partner hires and family relocation program. Departments may explore full time or part-time appointments for faculty that desire those arrangements</p>
	<p>Create a climate of diversity during the recruitment process</p>	<p>Incorporate diversity into all discussions of recruitment. Develop a welcoming, diverse and equitable environment through program, services, and social events.</p> <p>Be flexibility and accommodate special needs is important in the recruitment. Consider care-giving responsibilities and medical needs of faculty in scheduling meetings.</p> <p>Develop a community that advances a climate of inclusion, diversity, and equity for all individuals through education and programming.</p>

STAFF	STRATEGIES	PROPOSED STEPS
<p>Enhance recruitment and retention of a widely diverse staff with emphasis on racial and ethnic minorities</p>	<p>Establish a diversity-sensitive search committee (as appropriate) and monitor the selection process</p> <p>Perform a non-discriminatory interview</p> <p>Develop and sustain professional development opportunities and education for all staff</p> <p>Accommodate for special needs</p> <p>Create a diverse climate during the recruitment process</p>	<p>Search committee should represent a diverse cross section of the faculty and include members who will monitor the affirmative action efforts of the search committee.</p> <p>Incorporate diversity into all discussions of recruitment. Schedule on site visits to target constituencies and associated organizations. Advertise in appropriate media.</p> <p>Matters related to the candidate's race, ethnicity, ancestry, or national origin should not be open for discussion except when brought up by the candidate and only under limited circumstances.</p> <p>Offer professional development training on diversity competence. Develop diversity awareness seminars, speakers forum, social justice education</p> <p>Develop family friendly program.</p> <p>Develop a welcoming, diverse and equitable environment through program, services, and social events</p>

STUDENTS	STRATEGIES	PROPOSED STEPS
<p>Enhance recruitment and retention of a widely diverse student body with emphasis on racial and ethnic minorities</p>	<p>Establish diversity-sensitive recruitment.</p>	<p>Pay particular attention to recruiting in Historically Black Colleges and Universities (HBCUs), other minority-serving institutions and on the University campus to minority students. Follow up on minority student applications, particularly if the application was incomplete. Distribute materials that demonstrate and reflect a value for diversity.</p>
	<p>Materials</p>	<p>Develop materials that demonstrate and reflect the School's value in diversity. Materials must reflect the information and resources that support potential students from underrepresented minority groups and students with disabilities.</p>
	<p>Establish diversity-sensitive selection.</p>	<p>Ensure a bias free selection and admission process.</p>
	<p>Monitor the selection process.</p>	<p>Ensure procedures for selection require applications be read by more than one person. Establish a norm where a diverse student body is a desired attribute. Review data periodically to ensure that practices were not exclusionary.</p>
	<p>Create and support diverse curricula and pedagogy.</p>	<p>Provide curriculum offerings that reflect multicultural content through 1) inclusion of a variety of perspectives, 2) discussions of social contexts, including issues of equity and justice, and 3) activities that foster critical thinking and the development of self-awareness. Identify and minimize pedagogical and related barriers to student learning.</p>
	<p>Create a diverse climate</p>	<p>Create a campus of faculty and staff diverse in human, cultural, research, teaching and service characteristics. Develop a community that values and advances a climate of inclusion, diversity, and equity. Develop campus partnerships and create a campus that cares for each other and shares their talents and gifts.</p>

APPENDIX

1. Resources:

a. **Association of Schools of Public Health. Health Disparities Research and Diversity Resource Center. Faculty Recruitment and Retention**
<http://www.asph.org/diversity/recruitment.cfm>

b. Databases/directories:

- i. The "[2002 CIC Directory of Minority PhD, MFA and MLS Candidates and Recipients](#)" and the "[2002 CIC Directory of Women in Science & Engineering PhD Candidates and Recipients and Postdoctoral Appointees](#)" available for on-line searching.
- ii. [Minority and Women Doctoral Directory](#) (MWDD). MWDD is a registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Masters degree in their respective field from one of approximately two hundred major research universities in the United States.
- iii. [National Minority Faculty Identification Program](#) (NMFIP). An online service to member institutions and minority candidates seeking first-time or advanced faculty positions in higher education. Member institutions can search the database and download the desired vitae.
- iv. The [New England Directory of African-American, Latino/a, Native American and Asian American Doctoral Scholars](#) (NEBHE). The NEBHE is a Directory of advanced graduate students of color who are in the last phase of the doctoral work at various campuses. Students listed here express a strong interest in joining the professoriate.
- v. [Academic360](#). This Web site is a collection of Internet resources pulled together for people interested in academic positions. It includes links to faculty, staff, and administrative announcements. It provides direct links to job announcements from nearly 1,800 colleges and universities in the USA, Canada, Australia, and the UK.

2. Recruitment Networks and Organizations

[Academic360](#). This Web site is a collection of Internet resources pulled together for people interested in academic positions. **It includes links to faculty, staff, and administrative announcements.** It provides direct links to job announcements from nearly 1,800 colleges and universities in the USA, Canada, Australia, and the UK.

3. Job Fairs

Diversity Job Fairs online: <http://www.diversity.com/index.php>