Strategic Planning, Diversity Liaison Program, and Diversity Steering Committee

COLLEGE OF LIBERAL ARTS AND SCIENCES
FALL 2015
CLAS Strategic Plan 2021

In alignment with UF goal-setting by President Fuchs and the UF Task Force in Fall 2015:

GOAL 1: An exceptional academic environment that reflects the diversity and breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.

GOAL 2: An outstanding and accessible education that prepares students for work, citizenship and life.

GOAL 3: Faculty recognized as preeminent by their students and peers.

GOAL 4: Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world’s citizens.

GOAL 5: A strengthened public engagement of the university’s programs with local, national, and international communities.

GOAL 6: Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

GOAL 7: A physical infrastructure and efficient administration and support structure that enable preeminence.
UF GOALS

Objective 1

UF and CLAS Objectives

Objective 2

Strategy 1
- Tactic 1
- Tactic 2
- Tactic 3
- ...

Strategy 2
- Tactic 1
- Tactic 2
- Tactic 3
- ...

Strategy 3
- Tactic 1
- Tactic 2
- Tactic 3
- ...

CLAS

Strategy 1
- Tactic 1
- Tactic 2
- Tactic 3
- ...

Strategy 2
- Tactic 1
- Tactic 2
- Tactic 3
- ...

Strategy 3
- Tactic 1
- Tactic 2
- Tactic 3
- ...
Strategic Plan 2021

CLAS Strategic Plan Committee

• College leadership, faculty, staff, students

• Appointed for Spring - Fall 2016

• Tasked with developing Strategies to meet UF Plan goals in the college
  • Delivery of this report in Spring semester (?)

• Also develop college-specific goals/objectives and deliver full plan
  • Draft end of Spring – refined in College over summer

• Expanding all Strategies to actions (“tactics”)
  • Into Fall (?)
One of the goals of the University announced this semester by President Fuchs emphasizes building the diversity of our community of scholars. In essence, the Diversity Liaison/Steering Committee program will provide strategic support to assist us in meeting the objectives under that goal. The goal and its draft objectives:

**Goal 1**

An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.

- Objective 1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.
- Objective 2. A university climate that is inclusive, supportive and respectful to all.
- Objective 3. Diverse, robust educational and interdisciplinary areas of excellence.
- Objective 4. Increased globalization to enhance our effectiveness as world citizens.
## Fall 2014

### LIBERAL ARTS & SCIENCES

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<th>College/Rank or Equivalent Rank*</th>
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<th>Afr American Male</th>
<th>Afr American Female</th>
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<td>1.4%</td>
<td>1.7%</td>
<td>3.6%</td>
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### UF All

<table>
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<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Afr American</th>
<th>Hispanic</th>
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<td><strong>GRAND TOTAL</strong></td>
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<td>1.9%</td>
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Note: Does not add up to 100% because non-residents and other groups are also counted (not shown). See [www.ir.ufl.edu](http://www.ir.ufl.edu) for full reports.
Breakthrough Advances in Faculty Diversity

Lessons and Innovative Practices from the Frontier

University Leadership Council

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Top Lessons from the Research

Setting Course and Compass: Prioritizing Faculty Diversity Investments
Defining Faculty Diversity

In defining faculty diversity for this study, we took our lead from Council members. Provosts in the membership expressed concern for diversity in all of its dimensions on their campuses. However, in the area of faculty diversity, the greatest challenges—and therefore provosts’ highest priorities—continue to be increasing the presence of female faculty in STEM fields (science, technology, engineering, and mathematics) and increasing the presence in all fields of underrepresented racial minorities (URMs)—African Americans, Hispanics, and Native Americans.

As we analyzed data and searched for best practices, we focused on these populations. That said, there is no reason why the strategies profiled in this volume could not be applied to other populations if the priorities for faculty diversity are different on your campus.
Five Considerations for Moving Forward

No Escaping Competition: Competing for scarce talent is the ineluctable reality of recruiting faculty, students, and administrators (as well as knowledge workers in any sector); to hesitate in recruiting the largest share possible of the best diverse candidates merely because gains come at the expense of other institutions is to hold ourselves to a standard here not applied elsewhere.

More Than One Diversity Agenda: It is critical to acknowledge that increasing the diversity of the institution’s faculty and diversifying faculty of all universities are two valuable but separate goals; diversity leaders typically embrace both but with a clear understanding of which strategies advance which objectives.

Not for the Faint of Heart: Achieving breakthrough advances in faculty diversity requires consistent, steady efforts at all levels of the institution; as diversity issues remain a lightning rod for debate, be prepared for efforts to inspire spirited discussion.

Nor for the Impatient: Universities are unlikely to realize diversity goals overnight; some short-term gains are possible, but transformation from low- or middling-performer to diversity leader is generally realized from efforts sustained across a minimum of five to ten years.

Success Starts at the Top: Effort to diversify faculty must be driven by active and visible commitment at most senior levels of university administration, including president, provost, and deans; universities that have dramatically increased their faculty diversity have done so through conscious, active planning and commitment to uncommon results.
I  Making the Case for Faculty Action

Description
University launches academically oriented educational effort to cultivate faculty commitment to recruiting diverse candidates

Key Elements
- Faculty-Led Seminars
- Benchmarking Against the Best

II  Resourcing the Recruiting Effort

Description
University creates dedicated recruiting roles for faculty and non-faculty, invests in "upstream" recruiting activities

Key Elements
- Ongoing Faculty Ownership
- Non-faculty Support
- Upstream Recruiting Activities
III

Hardwiring Faculty Search Oversight

Description
Senior individual with strong support of dean closely reviews and (when appropriate) intervenes in individual faculty searches

Key Elements

- Key Process Checkpoints
- Senior Reviewers
- Signal Interventions

IV

Spotlighting Diversity Performance

Description
Highly transparent planning process holds colleges accountable for following through on concrete action steps

Key Elements

- Unit-Level Ownership
- Performance Commitments
- 360-Degree Review
- Regular Planning Cycles
# College Search Oversight (ongoing)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Search plan developed</td>
<td>- Written plan specifies steps for active outreach to potential candidates from underrepresented groups, lists names of referral sources and potential candidates who will be contacted</td>
</tr>
<tr>
<td>Position posted</td>
<td>- Position defined broadly to expand potential applicant pool</td>
</tr>
<tr>
<td></td>
<td>- Language in job description signals institution’s commitment to diversity</td>
</tr>
<tr>
<td>Applications received</td>
<td>- Committee has made good faith effort to reach out to candidates in underrepresented groups</td>
</tr>
<tr>
<td></td>
<td>- Applicant pool reflects (or exceeds) diversity of recent PhD recipients (or field, for senior hires)</td>
</tr>
<tr>
<td>Short list developed</td>
<td>- Candidate(s) from underrepresented groups selected for short list or their absence satisfactorily explained</td>
</tr>
<tr>
<td>On-campus interview candidates selected</td>
<td>- Candidate(s) from underrepresented groups invited to interview or their absence satisfactorily explained</td>
</tr>
<tr>
<td>Finalist selection</td>
<td>- Candidacies of URM applicants fairly evaluated</td>
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Driving Ownership for Diversity into Academic Units

A survey of universities’ approaches to recruiting reveals a great deal of common ground. The majority of universities has some form of target of opportunity funding and uses special appointments, such as fellowships and visiting professorships, to expose diverse scholars to the institution. Over the past decade, methods for recruiting diverse faculty have been studied and documented extensively. With most institutions recommending a similar set of recruiting practices in guidebooks and trainings for search committees, there is little news to report in this area.

Few institutions, however, find that departments actually engage in recommended practices frequently and forcefully enough to maximize results. The problem lies in a common pitfall of effecting change across large organizations: initiatives driven from the executive level too often get stuck there. It is difficult for a handful of people at the organization’s center to impact the thousands of critical action and decision points on the front line that are essential for creating change. In universities, faculty diversity initiatives launched by the central administration often fail to penetrate into decisions being made in individual searches and departments.

Universities that are leaders in faculty diversity differ from others by doing what every institution knows that it should and wishes it could: driving ownership for faculty diversification down into the academic units. Top performers have succeeded in aligning both administrators and faculty around the institution’s diversity goals.

This section profiles the four strategies that have enabled diversity leaders to succeed in creating deeper engagement in the effort to recruit underrepresented faculty. Collectively, they advance the twin objectives of cultivating faculty support and instilling accountability.
Diversity Liaison Program

• Each department and center with faculty lines will nominate a Diversity Liaison.

• The expectation is that these will be committed senior faculty who are “thought leaders” in the unit, and the appointments will be for three years and will be renewable with mutual agreement.

• As part of this program, the College will provide travel funding to enable each Liaison to attend a national meeting devoted to issues of diversity in higher education, when possible one that is relevant to his or her discipline.

• These experiences will be enhanced by university training and other resources.

• Liaisons will educate colleagues, contribute to faculty searches, and will also be resources for training and education in the college.
The Diversity Liaison program will be coordinated by a college Diversity Steering Committee.

Composed in part by college Diversity Liaisons. Remainder appointed by dean. Nominal appointments for 3 years (rolling membership turnover like T&P committee).

Will set up its own governance and lead the program for the College.

The Committee will serve the College faculty and its units by:

- evaluating training experiences
- working with campus resources
- developing best practices for College units
- proposing approaches to increase college success, including directed funding
- establishing other effective programs and considering possible policies
- consulting with university counsel on legal issues

Will provide regular assessments of the progress the college has made in achieving diversity.
Departmental Diversity Building - Example Activities

1. Mentor Identification
   - Com through websites to identify the departments and mentors producing significant numbers of minority PhDs

2. Conference Outreach
   - Attend national association conference in August to network with diverse scholars in field

3. Departmental Ambassadorship
   - Host lunches and dinners for diverse scholars who lecture on campus and discuss recommendations for potential candidates

4. Personalized Application Solicitation
   - Following mass e-mail, personally contact each referrer to request recommendations

5. Search Support and Review
   - Coach search committees on strategies for improving diversity of candidate pool
   - Review short list before candidates are invited for on-campus interviews

6. Outreach to Finalists
   - Contact each finalist prior to on-campus interview to discuss resources available on campus and in community
   - Meet with finalists during campus visits