

Plan for Recruitment and Retention of Diverse Faculty

Diversity and inclusiveness has a prominent place in the GSE's mission, guiding principles, and the conceptual framework for its assessment system. The first goal area in the GSE's conceptual framework is diversity and inclusiveness, which includes preparing our candidates to work effectively with diverse populations and to promote inclusive and therapeutic environments.

The Graduate School of Education values diversity because it generates a multiplicity of ideas and viewpoints—including those that challenge traditional notions about power and privilege, leads to more creative and efficient problem solving, fosters an understanding and acceptance of individuals from different backgrounds, and recognizes the contributions that a variety of individuals and groups can make. A diverse faculty will ensure that the Graduate School of Education can serve the needs of our increasingly diverse communities and also fully utilize the intellectual resources embedded in our diversity. A diverse faculty requires equality of opportunity, and the Graduate School of Education should demonstrate its commitment to equal opportunity by taking active steps to disseminate and enforce the University's policy prohibiting discrimination in hiring. University policy prohibits discrimination on the basis of age, color, disability, marital status, national origin, race, religion, sex, gender, sexual orientation, and veteran status.

The university and the GSE have structures in place to promote its diversity efforts:

1. Structures	
PSU University-wide Support	GSE Plan
• The President's Office of Equity and Compliance • The Diversity Action Council	• Diversity Committee: To promote the consideration of diversity and social justice issues within the GSE, gather data on the extent to which diversity is represented in the GSE, and assist in the preparation of diversity documents for accreditation.

The goal of the Graduate School of Education is to recruit and employ the most promising faculty who reflect a diverse range of interests, abilities, life experiences, and worldviews to enhance the mission of the Graduate School of Education.

The most important strategy for promoting equal opportunities is to conduct a vigorous search, which should help ensure that qualified women, minorities, and international candidates are well represented in applicant pools for faculty positions. Procedural factors that promote diversity include the development of position announcements, composition and training of search committees, widespread advertising, and inclusive recruitment activities.

Recruitment efforts also are facilitated by extensive informal networks with local and national organizations and personal contacts with diverse members of the professional community. The university and the GSE have these strategies to recruit diverse faculty:

2. Recruitment Strategies	
PSU University-wide Support	GSE Plan
· Human Resources Office	· Faculty representation in local and national organizations supporting diversity · Recruitment at national conferences · 1999 policy added language to all position descriptions requiring experience in multicultural settings · Search committees collaborate with Office of Equity and Compliance to establish processes for advertising positions and evaluating candidates · Personal contacts and solicited nominations for faculty positions · During interviews, candidates meet with diverse colleagues and community members

The Graduate School of Education is not only committed to diversity during the hiring process but also in retaining faculty of diverse backgrounds through gathering information about departing and successful faculty, having a structured mentoring program, incorporating faculty development programs, accommodating special needs of faculty, and monitoring pay equity.

The Graduate School of Education needs to identify retention problems that have a negative impact on faculty diversity by conducting exit interviews with departing faculty, including minorities and women, to determine why they are leaving the university. This information provides an opportunity for understanding obstacles to retention and in designing effective responses to identified problems. Once problems are identified, department chairs have the responsibility of designing action plans to respond to identified problems. In addition, the Graduate School of Education should conduct interviews of faculty of diverse backgrounds who have obtained tenure in order to identify factors that contribute to successful faculty careers.

Mentoring is another important component of an effective campus retention program. Each department will develop its own mentoring program that fits most closely to its program's identity. The mentoring plan should address avenues to successful tenure and promotion. To that end, the mentoring plan could include allowing junior faculty to participate ex officio in the academic personnel processes such as file reviews and discussion of

personnel cases as part of the mentoring plan. Access to information about personnel reviews can demystify the process and may contribute to the retention of junior faculty.

Faculty development programs should be broad in scope and also individualized to each junior faculty recognizing that one faculty development program does not necessarily meet every faculty's needs. These programs should provide financial support and/or release time to support research, teaching, and governance as needed by new faculty. The program should be developed cooperatively with the Dean, the department chair, and the new faculty member. The department chair should provide a menu of options that are available to Portland State University faculty and together the chair and the new faculty should develop a three-year development program.

The Graduate School of Education will provide each faculty member with necessary flexibility to accommodate special needs that contribute to productivity and retention. Faculty should be informed of options concerning leaves, modified work schedules, and child care that are available to faculty. Department chairs should also consider parental and medical needs of faculty in scheduling department meetings and teaching assignments.

Equitable pay practices are important in retaining faculty and maintaining equal employment opportunity. The Graduate School of Education should conduct periodic summary level salary reviews to ensure that faculty compensation practices do not reflect disparities on the basis of race or gender. If problem areas are identified, campuses should investigate individual cases and ensure that salary levels are based on legitimate, documented academic considerations.

3. Retention Strategies	
PSU University-wide Support	GSE Plan
	· Connections: an informal gathering of faculty and staff of color for social interaction, discussion of issues and information and idea exchange · Say Hey: a network of faculty and professionals of color in the Portland Metro region. · Diversity workshops sponsored by ODE · Exit interviews with departing faculty · A thorough faculty orientation program (begun in Fall, 2007) · A start-up grant and release time (one course per year) to begin research agenda · Support from GSE Research Director and her office · Mentors assigned by department chairs · Supportive promotion and tenure process: annual reviews and third-year review

	· Maintaining a data base on faculty demographics and monitoring trends in ethnic/racial representation · Monitoring and maintaining equitable pay practices
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Useful Links:

PSU Office of Diversity and Compliance: www.pdx.edu/diversity