

**1. What activities on your campus have sparked/successfully encouraged minority applicant for faculty or staff positions? What new ideas can you think of that would increase the effectiveness of attracting more qualified applicants?**

A. Active recruitment.

- Personal contact
- Early grad school contact
- Conferences
- Networking

B. "Grow Your Own"

- Support grad study of promising undergraduates, adjuncts, graduate students
- Create pre- and post-doc minority faculty positions

C. Describe positions that connect with viable minority candidate pools

- Interdisciplinary positions with diversity, intercultural themes
- Invite diversity research interests and provide support
- Invite "demonstrated teaching competence" with students of color

**2. What has been done at your school to increase the rate that minority candidates accept competitive offers? What other methods or strategies do you imagine would be effective?**

D. Showcase existing diversity efforts including students, faculty and staff

E. Stress expectation that candidates will teach diverse classes

F. Be flexible in financial and other incentives to meet candidates' needs

G. When people come to campus, showcase diversity efforts

H. Consider individualized incentive packages that address candidate's needs

**3. How has your school or department extended hospitality to minority hires? What additional steps could campuses take to make new hires feel welcomed and part of the campus and community?**

- A. Deans and Associates Deans check in on recently hired candidates - majority and minority.
  - B. Assist with quality of life issues in the local community. Develop a resource guide that includes churches, markets, restaurants, barber shops, etc.
  - C. Find multiple mentors for new hires, both from within the department and outside it (e.g., from the community).
4. **What interventions and strategies has your school used to increase the retention and success of minority faculty in achieving tenure? What else could be done to bolster the rates of retention and tenure?**
- A. Establish early, on-going and real mentoring relationships
  - B. Facilitate the development of expanded community – support for travel to conferences if the new hire is in an isolated location, for example.
  - C. Can attract candidates, but keeping them is key
  - D. General climate for junior faculty? (if it's poor, then bound to be poor for faculty of color)
  - E. Discussions with faculty of color- What can we do better?
5. **What are the most influential obstacles that minority hires face on your campus? What do we need to learn about them? What is the next level of thinking we need in order to address them?**
- A. Obstacles = Lack of cultural competence in faculty, staff, administrators and students
  - B. Need to learn = support systems
    - a. Research
    - b. Mentoring, travel funding, diversity work in P & T standards
    - c. Recognition of "community" contributions as scholarly work
  - C. Next level of thinking: Consider the whole context for faculty members – personal/family demands, for example.
6. **What question, if thoroughly explored, could provide the breakthrough possibilities we're seeking?**
- A. Before an institution can go forward with a decision to diversity its faculty, the institution needs to ask itself the more complex question of what diversity

means within its complex matrix of relationships outside of the institution's larger context.

- Why? What's driving the school to diversify?
- Shift of academic to business branding model
- Shift of significance of diversifying historical comparison.