The Florida State University
Diversity & Inclusion Initiative

University Diversity Council
Subcommittee Reports
August 2013
BACKGROUND

FSU created the first university-wide Diversity and Inclusion Council in the fall of 2011. The Council held its first meeting in February 2012 which is led by the President and facilitated by the Assistant Vice President/Chief HR and Diversity Officer. In October 2012, the Board of Trustees approved the Diversity and Inclusion Operating Plan that outlines seven key focus areas with corresponding subcommittees, each of which is led by a Vice President and staffed by council members consisting of faculty, staff, and students. These subcommittees are facilitated by a Human Resource Director.

Since 2012, the full Diversity and Inclusion Council has met three times, and the seven key focus area subcommittees have held numerous meetings.
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I. Leadership, Faculty, Staff and Student Involvement Subcommittee

CHAMPION OF LEADERSHIP, FACULTY, STAFF AND STUDENT INVOLVEMENT

Mary Coburn, Vice President for Student Affairs

SUBCOMMITTEE MEMBERS

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PURPOSE

Under Vice President Coburn’s direction, the subcommittee focused on advancing towards our Vision of achieving a University climate of inquiry, engagement, collegiality, diversity, and achievement. The purpose of this subcommittee is to develop leaders within our faculty, staff, and student population who will embrace diversity and practice inclusion.

OBJECTIVE

The objective was to produce a report of recommended approaches to magnify the pipeline of diverse and talented leaders by intentionally soliciting and welcoming potential faculty, staff and students to participate in activities that will increase their cultural competence and leadership skills, resulting in increased diversity of University leadership. The following areas will be the subcommittee’s focus.

To:

- Review the university’s current internal leadership development programs accessible to faculty, staff and students
- Conduct external assessments on specific universities as it relates to expanding the pipeline of diverse leaders
- Identify activities for faculty, staff and students that will increase their cultural competence and leadership skills
• Improve succession planning and expand pipelines of diverse and talented leaders who will continue to move the University toward its vision of achieving a University climate of inquiry, engagement, collegiality, diversity, and achievement

SUMMARY OF FINDINGS

Leadership, Faculty, Staff and Student Involvement Subcommittee discoveries from the examination of current faculty, staff and student leadership programs are listed as follows:

1. After exploring internal leadership development and award programs, each subcommittee member determined if a Diversity and Inclusion component was encompassed in the program. Collectively, the group reviewed 25 internal faculty, staff and student leadership programs that provide opportunities to increase their leadership skills and multicultural competencies. Some of the programs reviewed include:

   **Student Leadership**
   - *Garnet and Gold Scholar Society* facilitates involvement and recognizes the engaged, well-rounded student who excels within and beyond the classroom in the areas of Leadership, Internship, Service, International, and Research
   - *The Leadership Studies Certificate* is an 18 credit, interdisciplinary, multidimensional, and experimental program open to all FSU students
   - *The LeaderShape Institute* is a nationally recognized six-day program that seeks to energize, inspire, develop, and support students who have a commitment to lead with a high level of integrity
   - The *Leadership LOGIC (Learning in the Outdoors for Group and Individual Change) Program* is a new overnight, outdoor leadership development program
   - *The Noles Leadership Book Club* offers faculty, staff, and students the opportunity to focus together on one leadership text per semester and participate in facilitated discussions
   - *The Service Leadership Seminar* is a four and a half-day, free seminar for incoming freshmen which introduces our newest Seminoles to The
Florida State University's commitment to community service and responsible leadership

- The Fellows Society, FSU's graduate fellowship group, brings together graduate students holding university-wide fellowships to promote interdisciplinary dialogue and leadership. In addition, this program includes recipients of the Legacy fellowship, McKnight, FAMU feeder, McNair, etc.

Faculty Leadership
- The Institute for Academic Leadership is a faculty development program that conducts workshops to enhance the planning, management, and leadership competencies of department chairpersons, deans and academic administrators of the State University System of Florida. This institute also conducts a biennial conference for deans and associate deans.

Staff Leadership
- The Advanced Level Leadership Certificate Series offers an opportunity for FSU mid-level and executive leaders to further develop and enhance their leadership knowledge and skills. The curriculum focuses on relevant topics related to leadership in higher education and includes facilitated discussions, case studies, and group activities. The Advanced Level Leadership Program is targeted for mid-level or higher administrative or managerial employees supervising personnel or faculty classification, or for employees who have completed the Frontline Leadership Certification Program.
- The Frontline Leadership Program is a skill training program designed for new supervisors, developing team leaders or front-line supervisors with a focus on team building, policies, procedures as well as legal and compliance issues that are specific to Florida State University.
- The Florida Master Gardeners Program provides employees in the Grounds and Landscape Operations in Facilities formal horticultural training to ensure the success in efforts to beautify the campus.
Other Leadership Programs

- *The Partnership Program* allows mid-level to senior-level leaders an opportunity to experience a unique leadership series. The yearlong program provides a professional development opportunity for university faculty and administrative staff that has an interest in expanding their leadership skills.

- *The Diverse Leadership Mentoring Program* which is an initiative under the QEP (student leadership development) is in the process of being phased out. The new University QEP focus will be on Student Critical Thinking. The DLMP was an inclusive student mentoring program that paired students with leaders with “diverse” leadership backgrounds.

2. Compiled a list of ideas identifying and inviting potential faculty, staff and students to participate in the leadership development programs.

- Target people of color and women who are serving, or have been recently served, on committees or other leadership positions (whether traditional or less traditional) within their departments or the University, generally. Keep a list of names and/or resumes of prospective candidates on file for future reference.
- Ask previous diverse leadership program participants and/or those who have held leadership positions to nominate others to participate.
- Encourage chief academic officer to consciously seek out diverse individuals and move them into leadership positions within the department. Also encourage upper management to be accountable to the development of those selected to move up the ranks through training and mentoring.
- In addition to soliciting nominations, also allow interested individuals to self-nominate or give them the opportunity to ask a Department Chair or chief officer to nominate them.
- Tap internal advocacy groups for candidates (i.e. minority-serving organizations, Student Disability Resource Center (SDRC), Veterans Office, etc.)
• Encourage and enable a diverse pool of trained mentors to engage in targeted, intentional, competency-based mentoring relationships unconstrained by departmental boundaries. This will help to identify, develop and utilize existing talent, including the talent of women and minorities
  ○ Mentor relationships do not necessarily have to match gender and ethnicity in order to satisfy the purposes and goals of mentoring. For example, former administrators are a natural pool of mentors for the younger generations
• Partner with D & I Communication Subcommittee to implement a “Leader Spotlight” (via newsletter or “flash” spotlights on Diversity & Inclusion site) that highlights diverse leaders’ recent accomplishments, appearances in the news, involvements in events, etc. This might draw the attention of others who may be encouraged to join a “winning team”
• Add to the Resources Pages on the Diversity & Inclusion site information regarding “Committees and Groups” and “Resources” that faculty, staff and students can access/join. Also add an option to “Join our Mailing List” to help facilitate communication needs
• Ensure that communication related to the program should be clear, consistent, frequently repeated and articulated from credible sources. Lines of communication must travel up, down, and across the University

FUTURE CONSIDERATIONS

The Leadership, Faculty, Staff and Student Involvement subcommittee has also identified some key areas in its findings that may require additional work or would create opportunities:

• Partner with the Office of Faculty Development and Advancement (FDA) and the Institute for Academic Leadership to promote faculty development
• Seek out lists of awardees from within each division for “potentials” database. The list of awardees would come from student, faculty and staff awards programs
• Implement post-training and development networking opportunities for attendees of faculty and staff leadership programs
II. Education, Training and Development Subcommittee

CHAMPION OF EDUCATION, TRAINING AND DEVELOPMENT

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CO-CHAMPION OF EDUCATION, TRAINING AND DEVELOPMENT

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SUBCOMMITTEE MEMBERS

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PURPOSE

Under Vice President Ostrander’s direction, the subcommittee focused on creating a platform of
understanding for all stakeholders and ensures alignment in purpose of formulating the building
blocks for sustaining the Diversity and Inclusion initiative.

OBJECTIVE

The objective is to develop a comprehensive diversity and inclusion education, training and
development process for faculty, staff, and students. The following areas will be the subcommittee’s
focus.

To:

- Review the university’s current internal benchmarking on education, training and
development
- Conduct external benchmarking on Association of American Universities as it relates to
developing a comprehensive diversity and inclusion education process for faculty, staff and
students
• Identify ideas to create a platform of understanding for faculty, staff and students that will increase cultural aptitude around the topic of diversity and inclusion

SUMMARY OF FINDINGS

In Academic Year 2012 – 2013, Education, Training and Development Subcommittee Recommendations from the analysis of current faculty, staff and student programs are listed as follows:

1. Identified books around the topic of diversity and inclusion that the entire campus community could collectively read and engage in discussion.
2. Met and partnered with Strozier Library personnel to establish an online reading list readily accessible for FSU faculty, staff and students.
3. Established a reading list of books around the topic of diversity and inclusion for the campus community, which will be held in Strozier Library.
5. Transfer of funds from the Vice President of Research office to the Dean of Students department to support the visit of Wes Moore to discuss his book and experiences. The event includes the author’s visit to FSU on August 25.
6. Partnered with Diversity & Inclusion Council – Communication Subcommittee to convey the online reading list to faculty, staff and students.

FUTURE CONSIDERATIONS

The Education, Training and Development subcommittee has also identified some key areas in its findings that may require additional work or would create opportunities:

• Continue to discover ways to engage faculty, staff and students by evolving an all-embracing diversity and inclusion education, training and development process.
• Use forthcoming university-wide climate survey results as a baseline to make sure the platforms/practices are strategically aligned to Diversity and Inclusion initiatives.
III. Recruitment and Retention Subcommittee

CHAMPION OF RECRUITMENT AND RETENTION

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PURPOSE

Under Provost Stokes’s direction, the subcommittee focused on establishing best practices for recruitment and retention strategies for faculty and graduate students and on suggesting initiatives to improve such efforts.

OBJECTIVE

The objective was to produce a report of recommended strategies on recruitment and retention based upon a literature survey on best practices, a review of successful programs, and examinations of data on current faculty and graduate student demographics and retention rates. The following areas were the subcommittee’s focus.

To:

- Review the university’s current internal benchmarking on recruitment and retention
- Conduct external benchmarking on specific universities as it relates to recruiting and retaining a diverse faculty
- Examine statistics on current faculty and graduate student demographics and retention rates
FINDINGS

Florida State compares favorably to other prominent universities placing a priority on the recruitment and retention of diverse faculty, staff, and students. Some of these positive features include:

- Executive-level leadership directly involved in and promoting Diversity and Inclusion initiatives
- Pockets of excellence in diversity performance in select programs throughout campus
- Strong tradition and record of minority student recruitment, retention, and graduation at the undergraduate level and with several graduate programs
- Continued emphasis on the need to recruit and hire diverse faculty across a wide range of programs. Three studies have been performed since 2001 on the status of female and minority faculty at FSU

Florida State appears to lag the leading programs in recruiting and retention practices in certain areas. These include:

- Limited attention to measuring and managing diversity climate across the university
- Limited incentives for deans and chairs to support diversity in their units
- Limited comprehensiveness in the policy and procedure for dual-career hiring
- Limited support for work-family balance (e.g. limited child and dependent care support for faculty)
- Limited institutionally sanctioned social support, sponsoring and mentoring programs for underrepresented faculty
- Lower retention rates among underrepresented faculty compared to majority faculty
- Lower number of women and minority faculty in leadership positions, such as department chairs
- Lower percentages of underrepresented faculty in STEM fields, even compared to national averages
- Limited access to and sharing of resources and tools on best practices in recruiting and retention
RECOMMENDED STRATEGIES

Note: These recommended strategies appear in no specific order.

From the literature survey on best practices, review of successful programs, and examinations of data on current faculty and graduate student demographics and retention rates, the Recruitment and Retention Subcommittee recommends the following:

1. Develop an annual university-wide survey of diversity climate with separate sections for colleges and departments (Measurement and Reporting Subcommittee)

   A positive diversity climate was found to be a critical determinant of faculty and staff recruitment and, more importantly, retention in our research on leading university programs. Several of our recommendations, therefore, relate to the over-arching goal of positively shaping the diversity climate at Florida State. It is expected to yield gains in both our recruitment and retention of faculty and staff from underrepresented groups.

   Leading programs that we benchmarked in our research typically assessed their institution’s diversity climate at regular intervals and used the results to inform the setting of diversity performance goals for the university as a whole and for specific units. The data were used to identify gains and areas where further improvement would be meaningful. Therefore, we think it is critical for Florida State to survey faculty, staff, and students about the diversity climate perceptions on a regular basis, possibly annually as a way to take stock of university and unit diversity perceptions. The survey results could be part of the data that would feed into a diversity review and accountability process described below.

2. Perform annual measurement and evaluation of the existing and new policies and programs. (Measurement and Reporting Subcommittee)

   Develop and use a systematic form/questionnaire for gathering recruiting and retention data from colleges and departments annually. Data should also be gathered that can illuminate the effectiveness of the specific new programs suggested in this report.
Most leading programs have invested time and resources into the gathering of data to help in the assessment and continuous improvement of their diversity and inclusion practices. An example from the University of Wisconsin on faculty recruitment can be found at the following website.

http://apir.wisc.edu/facultystaff-hiring.htm

The data should be uniform across all units in order to facilitate comparisons in identifying effective strategies along with areas requiring attention for further improvement.

3. Develop a comprehensive diversity accountability process for deans and department chairs

Another best practice from the leading universities was the setting of clear expectations for deans and department chairs and then holding them accountable for their unit's diversity performance. Deans and department chairs have significant responsibility for recruitment, retention, and diversity climate matters in their units. Setting clear diversity goals in an annual review and tying progress towards the goals to administrator merit increases and unit resources elevate diversity programs to higher priority for action.

4. Establish policies to implement best practices for Dual-Career Hiring of faculty

Academic couples represent a deep and diverse talent pool. Supporting dual careers opens another avenue by which universities can compete for the best and brightest and enhance competitive excellence. Couple hiring is also important for enhancing gender equality and for attracting more women to fields where they are underrepresented, such as engineering and natural sciences. Couple hiring may help to advance also racial/ethnic diversity.

A key best practice* for dual-career hiring of faculty is for the universities to develop agreed-upon and written policies or guidelines for vetting requests for partner hiring. The purpose of such policies is to increase transparency, consistency, and fairness. Transparent and consistent policies do not in themselves determine outcomes; they do not dictate standards for hires. Policies define the process by which partners are considered for hire. Outcomes
depend on the quality of candidates, institutional priorities, and available funding. The existence of written policies and faculty awareness of such policies are critical to creating a positive climate overall.

A number of universities have developed dual-career hiring guidelines in conjunction with their National Science Foundation ADVANCE grants.

Dual-career programs include dedicated staff to assist academic partners of new or current faculty seeking employment. Some dual-career programs have staff or they hire outside consultants to assist non-academic partners of new faculty with their off-campus job search. Dual-career programs are typically housed in an Office of Vice President (or Vice Provost) for Diversity, or equivalent.


5. Establish a set of policies that encourage balance between work and family or personal responsibilities, e.g. a program of dependent care for faculty.

Family-friendly policies and programs help all faculty balance their professional and personal lives, resulting in more productive careers*. Although policies should be gender neutral, family responsibilities disproportionately affect women. Work-life balance policies and programs thus help to recruit and retain more women in fields where they are underrepresented, such as STEM.

Family-friendly policies may include:

- childbirth policies, e.g. paid leave during pregnancy and following birth, modification of teaching assignments, excluding time from the tenure clock due to childbearing
- modified teaching assignments and excluding time from the tenure clock for new parents
- leaves of absence without salary for childcare
university sponsored or supported childcare centers and partnerships
• dependent care travel grant program for early career faculty to travel to conferences
• providing funding for postdocs to faculty on parental leave
• domestic partner benefits
• not scheduling meetings and seminars from 9-10 am and 4-5 pm
• when interviewing candidates: paying for their families to visit, giving them information on family-friendly policies

* E.g. *Transforming Higher Education through Faculty Well-Being*, Horizons Workforce Consulting (2012).

6. Expand the communication and social interaction opportunities for and within underrepresented faculty  (Communication Subcommittee)

Underrepresented faculty and staff commonly report feelings of isolation and lower satisfaction with department climate than members of the majority group. Therefore, underrepresented faculty not only identify with their units and disciplines, they also frequently identify with members of their underrepresented group, particularly for social support. Social support is necessary for celebrating the joys and dealing with the stresses of academic life. This support should enhance productivity, satisfaction with job experiences, and lead to more positive perceptions of diversity climate. Moreover, organized networking opportunities practically always serve as sources of valuable information related to faculty promotion, tenure, and advancement. The discussions during such networking events often lead to the development of new initiatives. An example of such a successful program at FSU are the Mentoring and Networking events for women faculty in chemistry, engineering, and physics, that have been organized by AAFAWCE, an ADVANCE-PAID grant. The discussions during one of those events led to the establishment of the office for postdoctoral issues within Graduate School. (AAFAWCE is due to expire at the end of summer 2013.) The benefits of institutionally sanctioned social support should thus reduce faculty and staff turnover among underrepresented groups.
Consistent with our research on leading diversity programs, social opportunities and networking could be encouraged in a number of ways:

- Creating a website for resources, programs, and social and networking opportunities for faculty and staff of underrepresented groups
- Create discipline-specific social and networking groups, particularly for STEM disciplines, as what is underrepresented frequently varies by discipline ([http://sitemaker.umich.edu/advance/network_to_advance_women_scientists_and_engineers](http://sitemaker.umich.edu/advance/network_to_advance_women_scientists_and_engineers))
- Provide financial and staff support for the organization of networking events
- Encourage self-organizing social and networking groups to operate within institutionally supported websites, blogs, and social networking applications
- Explore the tailoring of social and networking opportunities through the new MyFSU system
- Connect new faculty to the social support systems early through current new faculty orientation processes
- Utilize Employee Resource Groups to assist with the recruitment, development and retention of faculty and staff.

7. Establish a comprehensive university-wide faculty mentorship program, with particular attention devoted to the needs of underrepresented faculty and staff.

Special emphasis on mentoring is a clear best practice among the leading university diversity programs. Mentoring is considered important to the successful retention of all faculty, but is particularly important for faculty of underrepresented groups. Their challenges are somewhat unique and the availability of suitable mentors is lower. Here we are addressing the need for developing a university-wide program that provides and rewards mentorship. We address the training of possible mentors in the unique challenges of minority faculty in recommendation #11.

Ideally, a successful mentorship program would match new faculty with more than one trained and recognized mentor from their area and closely related discipline throughout the
developmental years. The success of each relationship would be overseen and assessed by deans and department heads, where the success of their units mentorships would be part of their unit’s overall diversity performance review each year. Mentorships might be included and recognized in faculty members’ annual reviews as an important instructional developmental activity, as is commonly done in working with doctoral students.

Details of the mentorship program would be developed based on best practices in the literature, and the program would be evaluated on a regular basis. For mentoring to be truly effective, an institution must make available multiple forms of mentoring to junior faculty.

8. Explore the restructuring of the university-supported minority faculty hiring program to create further incentives for faculty development during the tenure-earning period

The current university program for minority faculty hiring provides a faculty line to the hiring unit for a three-year or some predetermined period. After this period, the hiring unit is responsible for sustaining the faculty member’s pay into the future throughout their time at Florida State. This arrangement creates incentives for the hiring unit to search for and recruit capable faculty from underrepresented groups. There is no incentive, however, for the hiring unit to mentor and support the hired faculty member and there may be disincentives for the hiring unit to retain the faculty member past the probationary period where the unit’s resources must be used to retain the faculty member. Under the current system, the hiring unit obtains a faculty line for the underrepresented faculty member only temporarily, and the total number of faculty lines remains unchanged.

We suggest consideration of program revisions that might better help faculty development and retention. One alternative might be to extend an option of a faculty line to the hiring unit at the time of faculty hiring on agreed-upon salary terms with the University. The unit would be responsible for the faculty member’s salary through tenure (or some other milestone such as 4th year review). Upon the faculty member successfully earning tenure, the hiring unit could exercise its option for the faculty line, whereby the university would give the hiring unit a permanent faculty line for this member. This way, the hiring unit has an incentive to hire prudently and mentor and support the faculty member through tenure.
And the hiring unit would be rewarded with an additional permanent faculty line. The university would gain a better-developed and supported faculty with wider representation from underrepresented groups. This illustration is aimed at new junior faculty. Other options might be considered for more senior faculty appointments of members from underrepresented groups.

9. Encourage the appointment of minority and women faculty to leadership positions within the university (Leadership, Faculty, Staff, and Student Involvement Subcommittee)

There is no clearer signal to new faculty recruits and current faculty from underrepresented groups about a university’s commitment to diversity and inclusion than to see other minority and women faculty in leadership positions. By leadership positions, we are referring to department chairs, deans, and Vice Presidents. The benefits of faculty from underrepresented groups in leadership positions go beyond signaling, however. They have a unique perspective and sensitivity on inclusion, and can sometimes more meaningfully engage students, faculty, and external groups on issues important to a positive diversity climate at Florida State. Recruiting and selecting candidates for leadership positions from underrepresented groups should be given clear priority in all new executive hires.

10. Consider the appointment of a Vice President (or Vice Provost) for Diversity, or equivalent

Successful recruitment and retention of diverse faculty requires the establishment and implementation of a comprehensive and diverse set of programs that include research studies, training, development of various types of tools, policies, writing grant proposals for federal agencies and corporations, other types of fundraising, communication and dissemination of information, etc. Such programs extend far beyond the scope of Human Resource offices, the focus of which is compliance. Therefore, leading universities have established a separate, high-level office with a dedicated budget (e.g. ~$1 million/year) to oversee and support these activities. The appointment is typically at the level of a Vice President or a Vice Provost. This is often a faculty member from STEM fields, probably because this is where the issue of underrepresentation is most pronounced. Having a faculty
member in this role ensures not only better understanding of the faculty-specific issues and needs, but also ability to navigate funding sources, etc.

In addition to the VP for Diversity, there are often several committees composed of other faculty, who work on providing overall direction, priority setting, guidance for development of new initiatives, research, and programming, etc. The details depend on the institution. The VP’s office also includes some permanent staff members to help with the implementation of the diversity programs.

11. Organize workshops on Department Climate, Unconscious Bias, Mentorship, Sponsorship, Leadership, and Workshops for Search Committees for all faculty, chairs and deans; develop and provide other relevant resources and tools (Evaluation, Training and Development Subcommittee)

Workshops for Search Committees and those on Unconscious Bias provide faculty with information, advice and techniques that will help them attract excellent and diverse applicant pools, conduct fair and equitable evaluations, and successfully hire new faculty members who will contribute to the excellence and diversity of their institutions. Many leading institutions offer these types of workshops; guidebooks* and other tools are also available.

The key determinants for faculty satisfaction and retention are climate and mentoring. The department climate is more important than campus climate. The department climate is usually more unfavorable for members of underrepresented groups, and it may include daily micro-aggressions, expectancy bias, in-group preferences, presumed incompetence, etc. Absence of mentoring and poor mentoring cause faculty to leave.

Surveys show that department chairs report higher satisfaction with department climate than other faculty. For those chairs that participated in workshops on Unconscious Bias, their satisfaction became more in line with that of other faculty.
Many leading institutions offer workshops that deal with climate and mentoring.

- Unconscious Bias workshops are important for all faculty, chairs and deans to help improve climate in the departments, to enable them to reflect on their own judgments and interactions and assess whether bias played a role.

- Department Climate workshops for department chairs provide information on the role of chairs in recognizing and dealing with bias, and otherwise helping them to improve department climate.

- The workshops are important also for the P&T committees to help them understand special challenges (i.e. working environment) for underrepresented faculty and interpret record in context (e.g. student evaluations often include racial comments for faculty of color).

- Workshops on mentorship should be a part of the comprehensive university-wide mentorship program (see above). Mentors need to be trained to mentor other faculty and they also need to be trained how and why to truly mentor their own graduate students. Surveys show that minority and female graduate students, at least in STEM fields, receive much less useful information and research training from their advisors than majority students.

- Workshops on sponsorship, as opposed to mentorship, raise awareness about the importance of having sponsors for advancement and promotion, and special challenges facing underrepresented faculty. They also provide advice for women on finding and nurturing sponsors. Sponsorship is much more of a two-way relationship, where both sponsor and protégé benefit.

- Leadership workshops, such as COACH. COACCh workshops provide training in professional skills for women and minorities in STEM fields. The topics covered are not traditionally taught in science and engineering programs and include effective leaderships styles and techniques, negotiation and management skills, career advancement strategies, time management and work-life balance issues, effective communication methods, and preparing for and landing that first job. The workshops are lead by professional facilitators selected by COACCh. COACCh also offers workshops for men and women on organizational leadership and personnel management. These workshops are designed for male and female leaders and
administrators in academic institutions, research laboratories, institutes and centers, and professional organizations


12. Explore sources of dedicated financial resources to support the recruitment and retention of faculty and staff

It is generally agreed that a dedicated budget is a key prerequisite for a successful diversity and inclusion initiative. In order to launch at least some of the recommended programs, the university should consider dedicating some “seed” funds, while pursuing other funding sources at the same time. These may include, for example, submitting an ADVANCE-IT proposal to NSF and exploring other funding opportunities.

13. Perform a Faculty Exit Interview study by an independent agency

A comprehensive faculty exit interview research study that fully ensures the confidentiality of the participants is needed to evaluate and improve the current retention policies, including those on counter-offers. An example of such a study at the University of Michigan can be found at the following website.

[http://sitemaker.umich.edu/advance/files/exitinterviewfinal.pdf](http://sitemaker.umich.edu/advance/files/exitinterviewfinal.pdf)

14. Continue the Diversity Recruitment and Retention subcommittee to operationalize and implement the diversity operating plan
FUTURE CONSIDERATIONS

The Recruitment and Retention Subcommittee has also identified some key areas in its findings that may require additional work or would create opportunities:

- Continue to build better tracking systems of diversity performance so that we can better identify areas to celebrate and other where resources could be targeted for improvement
- Continue to assess the academic environment utilizing the annual survey developed
- Expand the comprehensiveness of the recruitment and retention considerations to more completely include students and staff
IV. Community Relations Subcommittee

CHAMPION OF COMMUNITY RELATIONS

Tom Jennings, Vice President for University Advancement

CO-CHAMPION OF COMMUNITY RELATIONS

Randy Spetman, Former Athletics Director

SUBCOMMITTEE MEMBERS

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PURPOSE

Under Vice President Jennings’ direction, the subcommittee focused on enhancing FSU’s outreach efforts to exemplify the University’s commitment to Diversity and Inclusion. Our partnerships with the external community illustrate our responsiveness to an increasingly diverse world, and the value we place on inclusion.

OBJECTIVE

The objective was to survey current community relations activities around campus that emphasize the University’s commitment to Diversity and Inclusion and to have the Communication Subcommittee highlight this information for both internal and external stakeholders. The following areas were the subcommittee’s focus.

To:

- Review the university’s current internal benchmarking on community relations
- Conduct external benchmarking on AAUs and other specific universities as it relates to the topic around community relations
• Identify current university programs on community relations and partner with the Diversity and Inclusion – Communication Subcommittee to highlight this information for both internal and external stakeholders
• Identify areas within the University with potential to initiate community relations activities related to Diversity and Inclusion
• Partner with Diversity & Inclusion Council – Communication Subcommittee to accentuate the University’s commitment to Diversity and Inclusion

SUMMARY OF FINDINGS

Community Relations Subcommittee discoveries from the survey of current community relations activities are listed as follows:

1. Review of internal benchmarking indicated that there are many activities currently underway at FSU which are good examples of the university’s commitment to diversity and inclusion.

2. The subcommittee members, in contacting various divisions and departments throughout campus, were able to further investigate these programs/activities. Based upon this further research the committee identified several that stood out as “shining stars.” These programs could and should be highlighted to internal and external stakeholders. Information about these programs is being provided to the Communication Subcommittee. Some of the programs reviewed include:
   - The National High Magnetic Lab’s Diversity Action Plan was first developed in 2004 and updated in 2007 and 2011. A Diversity Advisory Committee advises laboratory leadership and an internal Diversity Committee on opportunities to promote diversity in hiring and outreach
   - The Entrepreneurial Boot Camp for Veterans Program offers cutting edge, experiential training in entrepreneurship and small business management to soldiers, sailors, airmen, and marines disabled as a result of their service supporting post-9/11 operations. The intent of the EBV is to open the door to entrepreneurial opportunity and small business ownership by developing competencies in the many steps and activities associated with creating and sustaining an entrepreneurial venture. This is also achieved by helping veterans coordinate their efforts with programs and services for veterans and others with disabilities. The EBV was first
introduced by the Whitman School of Management at Syracuse University in 2007. In 2008, the EBV Consortium of Schools was launched as a national partnership with UCLA Anderson School of Management, Florida State University's College of Business, and Mays Business School at Texas A&M. Each of these world-class business schools offered EBV on their campuses in Summer 2008. Since then, the Krannert School of Management at Purdue University, the University of Connecticut’s School of Business and the E.J. Ourso College of Business at Louisiana State University has joined the EBV Consortium bringing the total to seven world-class institutions.

Like the bootcamp you know, this program is intense, rigorous, and challenging. Building upon key elements of FSU's nationally-ranked entrepreneurship curriculum, the bootcamp consists of a series of training modules designed to assist veterans in growing businesses successfully and profitably. A team of experienced faculty and successful entrepreneurs work with vets to providing a fun, interactive, and informative experience. These experts introduce entrepreneurship ideas and concepts, and show how to apply them to current or potential businesses. The EBV program is offered entirely free to qualified veterans accepted into the program.

- **New Opportunities for Leadership, Education and Service (N.O.L.E.S.) Program** strives to establish a commitment of service to others as a foundation for a balanced student-athlete lifestyle. Through the N.O.L.E.S. program, an administrative commitment to academic and athletic excellence, as well as to personal development, these dedicated efforts are supported with programs and services in personal, career, and leadership development. Serving the community is the focus of the Seminole Spirit program. The student-athletes are challenged to provide service to our community and individuals who are in need. With a clearly defined program of service, student-athletes are given the opportunity to develop a lifelong commitment to volunteerism. As a result, over the years, their commitment to community service has grown leaps and bounds, affording them the opportunity to be recognized by the National Consortium for Academics and Sports for having one of the most successful outreach and community service programs, in which Seminole Student-Athletes impacted the lives of over 150,000 youth. The student-athletes have
performed over 6,400 hours of community service and have impacted countless lives in and around Tallahassee and the surrounding community

- WFSU was named a PBS KIDS *Raising Readers* station in 2007, a literacy initiative designed to harness the power of public media content and tools to teach literacy skills to children ages 2 to 8, especially those from low income families. The Ready To Learn grant encourages parents and caregivers to take actions that will help children acquire critical reading skills. Only 20 stations were selected across the United States and in January 2008, PBS KIDS Raising Readers rolled out in select areas nationwide, here in the Tallahassee area they have been targeting 5 zip codes: 32310, 32301, 32304 and in Gadsden County 32332 and 32351. In addition to WFSU’s commitment within these targeted groups, they have teamed up with the City of Tallahassee’s initiative “A Community That Reads.” Through this partnership they have reached thousands of students in their homes, at community events, literacy kick-offs and back to school events.

3. The subcommittee identified two programs listed below as very high priorities for additional publicity and submitted these programs to the Communication Subcommittee. The two programs are as follows:
   - The National High Magnetic Lab’s Diversity Action Plan
   - The Entrepreneurial Boot Camp for Veterans Program, at the FSU College of Business

4. The subcommittee also determined that there were other programs/activities that were in early stages that had the potential to become “shining stars” as they continue to develop. These programs should be encouraged and strengthened as they develop.

**FUTURE CONSIDERATIONS**

As stated above, the Community Relations subcommittee identified programs/activities in its findings that have the potential to be highlighted in the future to further illustrate the university’s commitment to diversity and inclusion. These areas will be periodically reviewed, and if appropriate, forwarded to the communication subcommittee for suitable action.
V. Communication Subcommittee

CHAMPION OF COMMUNICATION

Liz Maryanski, Vice President for University Relations

SUBCOMMITTEE MEMBERS

Browning Brooks, Cassandra Brown, Jimmy Canteenwalla, Vanessa Fuchs, Phaedra Harris, Joyce Ingram, Susannah Miller, Irene Padavic, Jose Rodriguez, Valerie Scoon and Sandi Smith Anderson

PURPOSE

Under Vice President Maryanski’s direction, the subcommittee focused on enhancing FSU’s internal and external communication efforts to exemplify the University’s commitment to Diversity and Inclusion. The purpose of this subcommittee is to develop a comprehensive communication plan for Diversity and Inclusion to ensure consistency and effectiveness in communicating our mission and vision of a diverse and inclusive University.

OBJECTIVES

The objective is to augment our partnerships with the external community to illustrate our responsiveness to an increasingly diverse world and the value we place on inclusion. The following areas will be their focus.

To:

- Review the university’s current internal benchmarking on communication around the topic of diversity and inclusion
- Conduct external benchmarking on AAUs and other universities as it relates to best practices for communicating diversity and inclusion initiatives
- Partner with other Diversity and Inclusion Subcommittees to ensure consistent and effective messages are aligned with our mission and vision of diverse and inclusive University
- Communicate to all constituents our intention to be the best we can be as a university by creating and maintaining an environment in which we can all aspire to our fullest potential as individuals and as a team
## PROMOTIONAL PLAN

Communication Subcommittee Promotional Plan is listed as follows:

<table>
<thead>
<tr>
<th>Internal</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global email to faculty/staff/students alerting them to the initiative</td>
<td>Broadcast via email a message from President Barron to the campus.</td>
</tr>
<tr>
<td>STATE employee newsletter introductory message</td>
<td>Create an article announcing formation of the Diversity &amp; Inclusion Council and its general mission.</td>
</tr>
<tr>
<td>STATE employee newsletter message</td>
<td>Craft an article interviewing Asst. VP Ingram and explaining the Council's work to faculty and staff. Explain how to find toolbox and how to use it.</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Presentation from Asst. VP Ingram to the Board at a public meeting.</td>
</tr>
<tr>
<td>Suggested boilerplate language for university publications</td>
<td>Craft an email to departments telling them how to find this information on the website, from V.P. Maryanski.</td>
</tr>
<tr>
<td>Inform communicators campus-wide</td>
<td>Construct a presentation to convey at the Communicators Network meeting to inform all campus departments.</td>
</tr>
<tr>
<td>Link to Diversity website</td>
<td>Request that the diversity website link be added to the <a href="http://www.fsu.edu">www.fsu.edu</a>. Also, appeal that there be a banner story on <a href="http://www.fsu.edu">www.fsu.edu</a> with a direct link to the Diversity website so all constituents can find it easily.</td>
</tr>
<tr>
<td>President’s messages</td>
<td>Diversity should be reflected as a goal of the university in campus messages from the president, such as the annual benefits mail-out, annual reports, speeches.</td>
</tr>
<tr>
<td>Making student leaders aware</td>
<td>Partner with student leaders to engage the student population. For example, recommend that SGA President speak to Student Senate and student organizations about the university's initiative.</td>
</tr>
<tr>
<td>Student feature stories</td>
<td>Ensure students featured on the university’s website reflect diversity and inclusion.</td>
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<tr>
<td>Making parents aware</td>
<td>Insert diversity language into presentations for Preview, Orientation and the Visitor Center programs.</td>
</tr>
<tr>
<td>High School students</td>
<td>Insert diversity language as part of admissions material provided to high schools to let them know FSU is a place that embraces inclusion.</td>
</tr>
<tr>
<td>Training video</td>
<td>Develop a video with senior administrators communicating FSU’s commitment to diversity that could be used to lead into training events or in new hire orientation, especially new managers.</td>
</tr>
<tr>
<td>External</td>
<td>Strategy</td>
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<tr>
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</tr>
<tr>
<td>News release</td>
<td>Craft a general announcement to media explaining FSU’s initiative and why it is important.</td>
</tr>
<tr>
<td>FSU website</td>
<td>The news release will be posted as a story on the university’s news website, “24/7” and also on the home page, fsu.edu, at the same time it is provided to the media.</td>
</tr>
<tr>
<td>FSU Headlines - Radio</td>
<td>Interview students as well as administrators about the emphasis on Diversity and Inclusion for the daily radio program “FSU Headlines.”</td>
</tr>
<tr>
<td>B-roll (video footage)</td>
<td>Develop B-roll to provide to television newsrooms with key interviews of examples of a diverse university.</td>
</tr>
<tr>
<td>National pitch</td>
<td>Make a national pitch to more inclusive media; Washington media; diversity trade journals, columnists; higher ed websites, publications, TV and radio.</td>
</tr>
<tr>
<td>Social media</td>
<td>Develop appropriate social media content (Twitter, Facebook, etc.) to encourage students, parents and others to view student stories on the website and read about the new initiative.</td>
</tr>
<tr>
<td>Video clips of more inclusive faculty, staff, alumni, students</td>
<td>Create a series of brief videos featuring individuals at FSU who have interesting personal stories to tell about their own background and experience relating to diversity.</td>
</tr>
<tr>
<td>Alumni Quarterly e-newsletter</td>
<td>Craft an article for the alumni newsletter informing alumni about the university’s emphasis on Diversity and Inclusion. Distributed to more than alumni.</td>
</tr>
<tr>
<td>Letter to Seminole Clubs and Alumni Board</td>
<td>Create a message to alumni leaders to make them aware of the university's emphasis on this issue.</td>
</tr>
<tr>
<td>“Business Case” for Diversity</td>
<td>A part of any pitch, but particularly should be shared with the Seminole Caucus and minority leaders and policymakers, the Council of 100, Tiger Bay, Tallahassee Chamber of Commerce, Florida Trend.</td>
</tr>
<tr>
<td>E-newsletter</td>
<td>Create a brief e-newsletter that would go out quarterly and be posted online providing news and developments and giving updates on the university’s progress to remind everyone this is a continuing effort.</td>
</tr>
</tbody>
</table>
FUTURE CONSIDERATIONS

The Communication subcommittee identified certain key areas in its findings that may require additional work or would create opportunities:

- To advance the comprehensive communication promotional plan by partnering with the Office of Communications
- Continue to partner with other Diversity and Inclusion Subcommittees to ensure consistent and effective messages are aligned with the University’s philosophy on Diversity and Inclusion
VI. **Policy & Program Development Subcommittee**

**CHAMPIONS OF POLICY AND PROGRAM DEVELOPMENT**

The late John Carnaghi, Senior Vice President for Finance and Administration and David Coburn, Interim Vice President for Finance and Administration

**SUBCOMMITTEE MEMBERS**

Alex Aviña, Pam Coats, Eileen Cormier, Terry Coonan, Renisha Gibbs, Joyce Ingram, Susannah Miller, Donna Trumbower, Sandi Smith Anderson and Bill Strickland

**PURPOSE**

Under Sr. Vice President Carnaghi’s direction, the subcommittee focused on making sure the University’s policies and programs are aligned with the University’s philosophy of Diversity and Inclusion to ensure there are no barriers to optimal performance.

**OBJECTIVE**

The objective was developed to establish Guiding Principles that set expectations for current policies and programs and future policy and program development for adherence to the University’s philosophy on Diversity and Inclusion. The following areas will be the subcommittee’s focus.

To:

- Review the university’s current internal benchmarking on policies and programs
- Conduct external benchmarking on Association of American Universities (AAU) as it relates to comparing policy and program diversity and inclusion efforts
- Establish Guiding Principles, Compliance of Policies and Programs with Guiding Principles
FUTURE CONSIDERATIONS

The Policy and Program Development subcommittee will continue to focus on the objectives listed above. The following includes a selection of proposed policy and program initiatives:

- Monitor the development of the draft Policy on Domestic Partner Benefits
- Produce guiding principles for current policies and programs and future policy and program development for adherence to the University’s philosophy on Diversity and Inclusion
VII. Measurement & Reporting Subcommittee

CHAMPION OF MEASUREMENT AND REPORTING

Robert B. Bradley, former Vice President for Planning and Programs

SUBCOMMITTEE MEMBERS

Bahram Arjmandi, Arnel Bacani, Joling Emerick, Joyce Ingram, Susannah Miller, Mark Palazesi, Juliann Woods and Sandi Smith Anderson

WORKGROUP MEMBERS

Dr. Robert Bradley, Arnel Bacani, Joling Emerick, Susannah Miller, Juliann Woods and Sandi Smith Anderson

PURPOSE

Under Vice President Bradley’s direction, the subcommittee/workgroup focused on creating a tool to collect and track data to measure the success of the Diversity and Inclusion initiative to provide the most accurate evaluations of the our efforts and identify important issues that might otherwise be overlooked.

OBJECTIVE

The objective is to conduct a comprehensive, university-wide Diversity and Inclusion survey to establish baseline data on current conditions, upon which future data may be compared, to assess progress. Also, to incorporate the measurement of objectives for each of the seven (7) key focus areas (KFA) into the institutional effectiveness portal so that progress for each KFA is measured in relation to the Southern Association of Colleges and Schools Council (SACS) accreditation process. The following areas will be their focus.

To:

- Review the university’s current internal benchmarking on measurement and reporting as it relates to diversity and inclusion
• Conduct external benchmarking on climate-surveys as it relates to measuring diversity and inclusion efforts
• Create a comprehensive, university-wide Diversity and Inclusion survey to establish baseline on current conditions by examining sample diversity surveys

CONCLUSIONS

Measurement and Reporting Subcommittee from their research finalized the following tasks as listed:

1. The subcommittee reviewed external university-wide climate surveys regarding diverse and inclusive cultures.
2. After reviewing the external climate surveys, the subcommittee determined that a smaller group within the subcommittee was needed to produce the draft climate survey for faculty and staff.
3. The subgroup produced a draft climate-survey and worked with the HR Data Management team which generated the climate survey in Qualtrics.

FUTURE CONSIDERATIONS

The Measurement and Reporting subcommittee has also identified key areas in its findings that may require additional work or would create opportunities:

• Identify a new Champion
• Work with the Communication Subcommittee regarding the best methods of communicating the launch of the draft climate-survey and share the results of the survey
• Partner with the other subcommittees to share the results of the survey to incorporate the measurement of objectives for each of the seven (7) key focus areas (KFA) into the institutional effectiveness portal so that progress for each KFA is measured in relation to the Southern Association of Colleges and Schools Council (SACS) accreditation process