

BASED ON RECENT RESEARCH, DIVERSE FACULTY ARE NOT RECRUITED, HIRED AND RETAINED BECAUSE OF:

- **Lack of Accountability and Commitment From Administrative Leadership.**
- **Assuming There Are No Diverse Candidates in the Pipeline.**
- **Failure to Use Innovative, Creative Methods to Recruit Diverse Candidates Such as Creating Diverse Faculty Lines (Will be Discussed Later).**
- **Failure to Spend Time Analyzing Factors That Determine Why Diverse Candidates Do Not Apply.**
- **Not Listening or Surveying the Experiences and Perceptions of Diverse Faculty That Have Been Hired.**
- **Failure to Recognize That To Have Successful College Experiences, Diverse Students, Especially Students of Color, Need Diverse Faculty Role Models, Especially Faculty of Color Role Models.**

BASED ON RECENT RESEARCH DIVERSE FACULTY ARE NOT RECRUITED, HIRED OR RETAINED BECAUSE OF:

- **Climate Issues - Feelings of Isolation.**
- **Credentials - Greater Scrutiny of Diverse Applicant Credentials - Credentials Must Be From Elite or Ivy League Universities.**
- **Tokenism - Not Hired In Critical Mass.**
- **Research Validation - Research Not Taken Seriously.**
- **Unconscious, Race, Ethnicity and Gender Bias - Desire to Hire People "Who Look Like Us".**
- **The "King of the Hill" and "Queen Bee Syndrome"- May Be Displayed By Diverse Faculty Already Hired Who Really Do Not Want Other Diverse Faculty Hired - They May Unconsciously Manipulate and Sabotage the Diversity Recruitment Process. White and Male Faculty Diversity Allies Can Sometimes Champion Diversity Efforts More Than Diverse Faculty, Including Faculty of Color and Women.**

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FIVE FACTORS IN CREATING AN INCLUSIVE CLIMATE

1. EDUCATION AND SCHOLARSHIP

- **Are Research, Teaching and Interests Valued?**
- **Is Academic Expertise in Areas Such As: African American Studies, Women's Studies, Ethnic Studies, Latino Studies Viewed as Value Added or Marginal?**
- **Are Degrees From Predominately White Colleges or Elite Institutions Viewed As More Credible Than Degrees From Predominately African American Colleges or More Diverse Institutions?**

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2. COMMUNITY CONNECTIONS

- **Will Diverse Faculty Feel Connected to the Community Where the College or University is Located?**
- **Will This Community Be a Good Place for Diverse Ethnic, Cultural or Racial Groups to Live?**
- **Do Networks Exists in the Community to Support the Diverse Faculty's Life Outside of the College or University?**

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3. CLIMATE AND CULTURE

- **What Are The Perceptions of Other Diverse Faculty About the University and Community?**
- **Does The Internal Climate of the Institution Support Diversity, Inclusion and Pluralism?**
- **Is There a Critical Mass of Diverse Faculty?**
- **Is Diversity Visible On Campus Through Program Initiatives?**
- **Is There a Revolving Door Syndrome For Diverse Hires?**

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4. REPRESENTATION AND VOICE

- **What is the Nature of Power and Influence of Diverse Faculty, Staff and Administrators?**
- **Are Diverse Faculty Expected to Blend Into the Mainstream and Assimilate, or Are Their Cognitive Styles Valued and Respected?**
- **What Happens to Diverse Faculty Who Challenge, Ask Critical Questions or Present Unconventional View Points?**

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5. INSTITUTIONAL TRANSFORMATION

- **What Roles Do Diverse Faculty Play In Governance, Strategic Planning and Departmental Priorities?**
- **Are Diverse Faculty Treated As Central or Tokens in the Power Structure?**
- **Is Diversity Actualized in Systems and Policies?**
- **Is the College or University Open to Change and Transformation Regarding Diversity Issues?**