

California State University, Fresno Diversity Strategic Plan for Excellence

THEME TWO: RECRUITING, DEVELOPING AND SUPPORTING EMPLOYEES¹

The University community will attract personnel campus-wide who are from broadly diverse backgrounds by educating managers, supervisors, administrators and search committees about effective outreach, recruitment, retention, mentoring and talent development policies and practices. We will design these policies and practices to significantly reduce any inequities in the hiring, promotion and advancement of historically underrepresented populations (while also pointing to the value of a broadly diverse university community) and be effective enough to compel leaders at all levels to implement them pervasively. Leaders will hold themselves accountable for removing critical disparities in hiring, promotion, mentoring, talent development and advancement across the employee ranks. (Awareness/Knowledge Objectives)

STRATEGIES

- Disseminate to various constituencies easily accessible reports and other information about the diversity of the faculty, staff and administration. (Awareness)
- Promote best practices and provide resources for identifying, recruiting, retaining and supporting the most talented, culturally competent, globally aware, and diverse faculty, staff and administrators and creating a university culture of inclusiveness, shared leadership, and integrity that will foster their success. (Knowledge)
- Engage campus leadership at all levels in the work of broadly diversifying the faculty, staff and administrators. (Capacity)
- Hold leaders and search committees accountable for understanding and implementing existing policies, procedures and practices regarding their hiring, retention and advancement processes to ensure inclusivity and equity. (Capacity)

AWARENESS <u>ACTIONS</u>	<ol style="list-style-type: none">1. Assess the knowledge of officials who are leading hiring processes each year on their familiarity with the levels of underrepresented populations among the faculty, staff and administrators and engage them in identifying ways that they could contribute to creating a more diverse workforce (hereafter aka <i>workforce</i>).2. Ensure that reports and plans that are developed regularly for the federal and state governments, such as the Affirmative Action and Equal Opportunity report and plan, are translated into accessible formats and disseminated to administrators and search committees so they are aware of the existing diversity (or lack thereof) across various units, divisions and departments.3. Enhance existing or create new programs to help search committees develop a clear understanding of the importance to their unit, division, department and Fresno State of having a diverse faculty, staff and administration.4. Recognize publicly and in several categories the success of faculty, staff, and administrators who support diversity, equity and inclusion efforts by highlighting the elements of their initiatives and praising their personal commitment. Consider a variety of recognition venues including the Provost's Awards.
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¹ "The ability of the University to achieve its aspirations is dependent upon its ability to recruit and retain diverse faculty, staff and administrators" (Strategic Plan for Excellence IV—Theme 4).

<p>KNOWLEDGE <u>ACTIONS</u></p>	<ol style="list-style-type: none"> 1. Establish or enhance existing programs that help search committees know how to: a) develop relationships that build trust in underrepresented communities; and b) craft job announcements that clearly communicate the effort of Fresno State to attract and support the success of a diverse workforce. 2. Identify practices in other areas, such as universal design principles and effective service learning opportunities, to enhance the design of program development initiatives and also broaden the university community’s understanding of diversity, inclusion and equitable practices. 3. Create ongoing programs and support mechanisms to assist supervisors, managers, and administrators (both academic and administrative) in cultivating a diverse talent pool. Then, mentoring this pool through their development of leadership skills and abilities to position them for successful advancement. 4. Provide opportunities for faculty, staff, and administrators to attend conferences, workshops webinars and/or other experiences that are designed to increase diversity, equity and inclusion understanding and develop cultural competence; Encourage participants to share their new knowledge with colleagues. 5. Ensure that administrative and academic leaders (deans, department chairs, program directors and department directors) are offered opportunities and are encouraged to develop cultural competence and engage in equitable and inclusive practices.
<p>CAPACITY <u>ACTIONS</u></p>	<ol style="list-style-type: none"> 1. Establish guidelines that explicitly articulate the ways that Fresno State will develop a campus workforce that reflects the population of the region and/or nation—in job announcements, candidate reviews, campus visits, candidates put forth for final selection and hiring—and hold search committees accountable for following the guidelines. 2. Create guidelines and criteria for advancement that are transparent and ensure equity in opportunities (e.g., professional growth and development, mentoring, support to succeed); encourage participation, track accessibility of opportunities, and collect data related to participation to assess equitable access. 3. Establish an effective system that monitors hiring, retention, turnover quotient*, and advancement and provides data disaggregated by salient, reported characteristics (e.g., gender, age, race/ethnicity, country of origin) and that enable comparative examinations of various populations. This requires that hiring and promotion processes be made transparent and easily understandable. (*www.aacu.org/irvinediveval/documents/RevolvingDoorCDIInsight.pdf) 4. Explore non-traditional options to attract, recruit and retain underrepresented populations to the faculty and administrative ranks such as “grow your own” faculty, visiting scholars and state administrative fellows programs. 5. Develop guidelines whereby educational programs evolve and sustain an inclusive environment to keep pace with the rapid changes in the region, state, nation and globe so the university remains competitive in its search for a diverse talent pool (e.g., a program review committee provides annual examination of program offerings).

INDICATORS (UNDER DEVELOPMENT)

1. A baseline of information is established regarding the existing processes by which personnel decisions at various levels across the University are successful in recruiting underrepresented populations. (Awareness)
2. The baseline is used as a means of future comparisons, and benchmarks are lawfully and appropriately developed based on any inequities observed. (Awareness/Knowledge)
3. Increased numbers of employees involved in hiring processes attending programs to raise awareness and knowledge of effective and lawful policies and practices as judged by periodic review of attendance records, program evaluations and actions by search committees. (Awareness/Knowledge)
4. Campus officials clearly understand and act on the value and importance the university places on establishing a diverse, equitable and inclusive environment to achieve its excellence goals. (Awareness and Capacity)
5. Successful initiatives and their implementers are publicly recognized by respected, influential campus officials. (Knowledge)
6. Increase in the number of applicants who indicate cultural competence as one of their strengths.
7. Accurate information is provided and promotion processes are clear and transparent to personnel eligible for advancement such that they report the process is equitable as judged by increased positive responses by underrepresented groups to surveys. (Awareness/ Knowledge)
8. Data about the policies and processes that are presented by the hiring unit, division or department officials that demonstrate diversity outcomes. (Capacity indicator)
9. Greater collaborative action is shown between the campus and local community as a result of a greater number of programs that draw on the breadth of research on diversity, equity and inclusion from education, business, law and other academic and areas as shown by surveys in both communities.
10. Cultural awareness and competence knowledge is shared with colleagues by those attending on- and off-campus programs designed to bolster such knowledge.