

DEVELOPING DIVERSE SYSTEM-WIDE TALENT POOLS

Executive Summary

In order to reflect the changing cultural, ethnic, linguistic and social landscape that Minnesota State Colleges and Universities (MnSCU) face as they enter the 21st century, the MnSCU system members seek to develop a plan that will systematically and effectively enable member institutions to recruit diverse talent pools for faculty and administrative positions. By systematically and effectively attracting, recruiting, and retaining a diverse range of faculty and administrators, MnSCU members will lead the state and the nation in this arena.

There are many issues that surround the idea of developing a plan, including but not limited to the needs/issues/problems of: two year vs. four year institutions; rural compared to urban settings; technical vs. community college; "grow our own" plans; introducing MnSCU to a larger audience; recruiting within diverse groups with methods that fit that audience; and, the relationship between recruitment retention and cultural change.

In developing a framework analysis we borrowed Clifford Geertz's interpretive theory of culture as a framework for analysis. Using Geertz, we have chosen to see MnSCU as a culture.

The use of culture as a framework of analysis means that mechanical responses to the charge, regardless of their sophistication, will not produce systematic change. Instead, recommendations have to be designed to change the culture at every level within the system.

Guiding Principals

- Diversity must be central to the mission of MnSCU.
- Diversity is a long-term effort.
- Change should be data driven and assessed.
- Resources must be devoted to planning and diversity programming.
- Administrators at every level should be held accountable for diversity within their range of responsibility.

We recommend changes that can be implemented at the system level, the campus level, the departmental level, and in search committees.

System Level

- MnSCU Chancellor should influence the campuses to make diversity central to their missions.
- The Office of the Chancellor should become the repository for campus data.
- Common assessment methodologies, linked to the system's diversity plan, should be identified and available to all campuses.
- Tools such as a campus climate survey, employee satisfaction survey, entry and exit survey, cultural assessments such as the Intercultural Development Inventory should be maintained and shared system-wide.

- The system needs to become a preferred employer of faculty, staff and administrators of underrepresented groups.
- Diversity should continue to be emphasized in leadership development.

Campus Level

- Each campus should have a diversity plan that is incorporated into the regular strategic planning process of the campus.
- Campuses should allocate time and monetary resources for diversity in order to be successful.
- A comprehensive diversity plan must be supported by a campus-wide culture of inclusion. Both recruitment and retention plans should address strategies that involve both campus and community interaction.
- Time and effort on each campus should be made to get new hires acclimated to the community.
- Campuses should also consider negotiating moving expenses into the contract for candidates.
- Training

Departmental Level

- Diversity planning must be incorporated into department level planning and linked to both the college and system level strategic plan.
- Faculty and staff must be committed to and aware of the challenges of diversifying their numbers.
- A department must see diversity as a central value of their discipline and an important goal in their department's mission
- Once an opening is identified, training from the affirmative action officer for the department/committee may be appropriate and necessary.
- Departments should plan to advertise not only in the standard national journals (and their Web sites) such as the *Chronicle of Higher Education*, but also in discipline specific journals, many of which have dedicated sections or editions for women and minorities.
- When organizing a search committee, a department should include members from underrepresented groups if available and should consider asking a colleague from an allied field if necessary.

Lessons Learned

In conclusion diversity should be:

- intentional
- strategically connected from system to campus to department
- infused in culture of campus and community