

A Strategic Plan for Inclusion, Respect and Equity (ASPIRE)

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 administrators. (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.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 that having diverse faculty, staff and administrators has to their unit, division, department and Fresno State .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 campus 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, mentor 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 understanding of diversity, equity and inclusion 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 and 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).

PROPOSED INDICATORS

- Greater diversity in recruitment and hiring of new faculty, staff and administrators.
- Greater success in retaining diverse faculty, staff and administrators.
- Greater success in retaining and promoting diverse faculty, staff and administrators.