

**Hofstra University Faculty Diversity Task Force
Fall 2004 - Fall 2006**

REPORT

TABLE OF CONTENTS

INTRODUCTION.....	3
OBJECTIVES OF THE FACULTY DIVERSITY TASKFORCE (FDT).....	3
IDENTIFYING AND ASSESSING FACULTY DIVERSITY AT HOFSTRA.....	4
Figure 1. Hofstra University Total Faculty (Full Time and Adjunct) by Ethnicity (Self Declared) Distribution 2006*.....	6
Figure 2. Hofstra University Full-Time Faculty by Ethnicity (Self Declared) Distribution 2006.....	7
Figure 3. Hofstra University Full-Time Faculty by Ethnicity (Self Declared) Distribution 2000-2006.....	8
Table 1. Hofstra Full-Time Faculty Distribution by Ethnicity (Self Declared)- by Schools (Fall 2000 – Fall 2006).....	9
Figure 4. Hofstra Total Faculty (Full Time and Adjunct) Distribution by Gender (2006/2007)*.....	12
Figure 5. Hofstra University Full-Time Faculty Distribution by Gender (2006/2007).....	13
Figure 6. Hofstra University Total Faculty (Full-Time and Adjunct) Distribution by Gender (2000/2006).....	13
Figure 7. Hofstra University Full-Time Faculty Gender Distribution (2000/2006).....	14
Table 2. Hofstra University Total Faculty (Full-time and Adjunct) Distribution by Ethnicity and Gender (2006)*.....	14
RECOMMENDATIONS OF THE FACULTY DIVERSITY TASKFORCE.....	16
Recommendation 1: Proactive Leadership Role by Senior Administrators.....	16
Recommendation 2: Faculty Diversity Actualized in Systems and Policies.....	17
Recommendation 3: Multi-level, Multi-strategy Approach to Recruitment and Retention.....	18
Recommendation 4: Commitment and Allocation of Dedicated Resources.....	19
Recommendation 5: Creation of Advisory Councils to focus on Student Diversity, Faculty Diversity, and Diversity Among Administration.....	19
ACTIONS INITIATED.....	20
Developed Language on University Diversity Statement.....	20
Established Diversity Speaker Series.....	21
Established an ongoing relationship with Claflin University.....	22
Allocated Housing.....	22
Established Diversity Training for Human Resources and Public Safety Offices.....	22
Initiated Diversity Workshops Office on Faculty Recruitment and Retention.....	23
Initiated the Process of Setting up a Website on Diversity.....	23
Expanded Diversity Initiatives at NOAH Program.....	23
CONCLUSION.....	23
Call To Action.....	23
Attachment A: List of Diversity Task Force Members.....	25
Attachment B: Suggested Language for Job Announcements.....	26

INTRODUCTION

One of the key challenges confronting many universities in the United States, including Hofstra University, is the paucity of faculty diversity on campuses. Studies indicate that many universities and colleges in the United States have been unable to diversify their faculties.¹ Administrators and majority faculty, the primary “power holders” in educational institutions tend to minimize the problem of diversity.² The lack of minority faculty on campuses is frequently attributed to an undersupply of job candidates with doctorates or other terminal degrees. This then leads universities to underexamine the multiple barriers within academia that limit the entrée and success of minorities at these universities. More recently, some universities, including Hofstra University, are acknowledging the need for a more concerted institutional commitment to diversity and have begun to create a trajectory for making this a reality on their campuses.

In Fall 2004, as a reflection of President Stuart Rabinowitz’s and Provost and Senior Vice President of Academic Affairs Herman Berliner’s commitments to diversity, the Provost established a Faculty Diversity Taskforce (FDT) to address faculty diversity on campus. Consisting of senior administrators and majority and minority faculty (see Attachment A: List of Taskforce Members), the first meeting of the FDT convened in October 2004. While noting the need for more campus wide attention enhances a climate that maximizes diversity on campus (student, administrators, faculty, staff, curriculum development etc.), the FDT focused on faculty diversity as a first step for a larger initiative. In preparing for this process, the taskforce reviewed materials on faculty diversity, including books, articles and institutional websites.³ This report is a summary of the work (2004-2006) and recommendations of the Faculty Diversity Taskforce.

OBJECTIVES OF THE FACULTY DIVERSITY TASKFORCE (FDT)

Faculty can play a major role in building diversity across all areas of the campus and the deliberations of this taskforce were seen as a first step in building a more broad-based initiative. The primary objectives set by the FDT are:

1. To identify and conduct an assessment of the extent of faculty diversity at Hofstra.

¹ According to one Diversity scholar, Dr. Caroline Turner, “efforts to diversify faculty continue to be amongst the least successful elements of University commitment to Diversity”. See, Turner C.S.V (2002) *Diversifying the Faculty: A Guide Book for Search Committees* Washington D.C. Association of American Colleges and Universities.

² The terms “majority” and “minority” are used to denote the stratified differences in the distribution and access to power and resources.

³ This included various university websites addressing faculty diversity; a web conference presentation on “Best Practices in Recruiting and Retaining Faculty Diversity” by Charmaine P. Clowney, J.D. Director of Diversity, PA State System of Higher Education and President, Clowney & Associates; and JoAnn Moody *Faculty Diversity: Problems and Solutions*. 2004, Taylor and Francis Inc.

2. To provide recommendations to the administration and faculty on ways to enhance faculty diversity, particularly in terms of faculty recruitment and retention.
3. To call for action and initiate some actions that draw greater attention to *diversity* and *faculty diversity* at Hofstra.

IDENTIFYING AND ASSESSING FACULTY DIVERSITY AT HOFSTRA

To identify and assess the extent of faculty diversity at Hofstra, the FDT collected information on the following questions:

- Does Hofstra have a demonstrable commitment to “diversity” or “faculty diversity” as part of its academic institutional framework and public discourse?
- What is the data distribution on faculty diversity at the University level and within schools, divisions and departments? How does this compare with national data?
- What are the resources available at Hofstra to support faculty diversity?
- How do faculty members view the issue of diversity (specifically faculty diversity) at Hofstra?

Does Hofstra have a commitment to “diversity” or “faculty diversity” as part of its academic institutional framework and public discourse?

A review of material in Fall 2004 -2005 showed a lack of any formal university-wide language pertaining to faculty diversity. Although the University did have equal opportunity policies prohibiting discrimination in all areas (FPS# 43), the University mission statement did not include language on diversity. Major materials informing the public about Hofstra (website, university brochure) did not include formal specific language indicating an institutional commitment to diversity.⁴

What is the data distribution on faculty diversity at the University level and within schools, divisions and departments? How does this compare with national data?

⁴ Hofstra University is proud of its leadership roles in the development of the NOAH Program as well as its commitment to serve the needs of people with disability, even though these initiatives do not focus specifically on issues of faculty diversity. See: http://www.hofstra.edu/Admissions/Adm_noah_program.cfm and also http://www.hofstra.edu/studenterv/advise/adv_phedcomm.cfm

Diversity today is much broader than the social categories of race⁵, ethnicity and gender. It includes attitudes, beliefs, ways of thinking, knowing and practice that entail acknowledging, understanding and appreciating difference. Research indicates that who teaches does matter.⁶ As a preliminary assessment of faculty diversity, the FDT reviewed available data on the distribution of Hofstra University faculty in terms of the ethnicity and gender (self reported).⁷

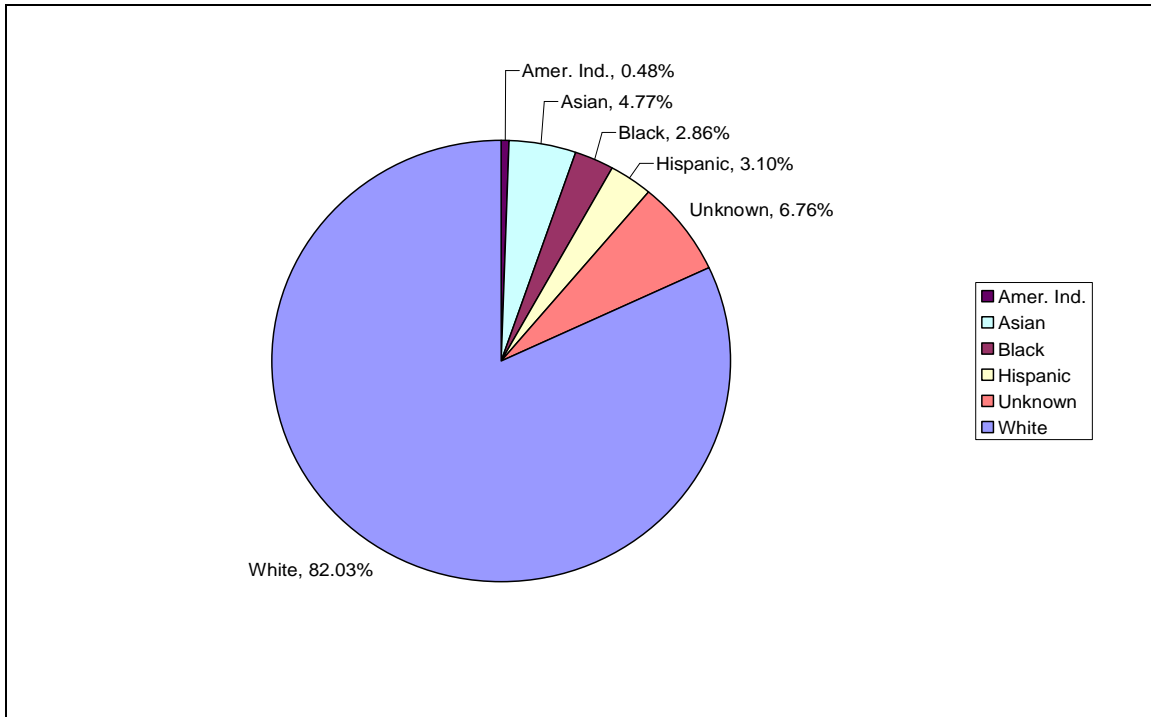
In terms of ethnicity, Whites comprise 82.03% of the total faculty (full time and adjunct). Faculty of color combined account for only 11.21% of the total faculty with Asians comprising 4.77%, Blacks 2.86%, Hispanics 3.10% and American Indians 0.48%. The ethnicity for the remaining 6.76% is unknown. (See Fig. 1).

⁵ This Report uses the term “ethnicity” rather than “race” in order to discuss the data collection categories discussed in the Report. We note that researchers have asserted that race defines social categories, not scientifically valid ones, and that race based-classification perpetuate notions of “inferiority” and “superiority (See, Spears, Arthur K., ed. Race and Ideology: Language, Symbolism, and Popular Culture. Detroit: Wayne State University Press, 1999; see also: www.pbs.org/race; <http://www.aaanet.org/stmts/racepp.htm> (American Anthropological Association statement on “race”). The Committee does not wish to perpetuate such notions and mentions the term “race” here, because the underlying data sources use that term (i.e. “racial designation” – required for EEOC reporting)), as do federal and state laws prohibiting race-based discrimination.

⁶ See <http://www.oma.umn.edu/kof/pdf/faculty.pdf>

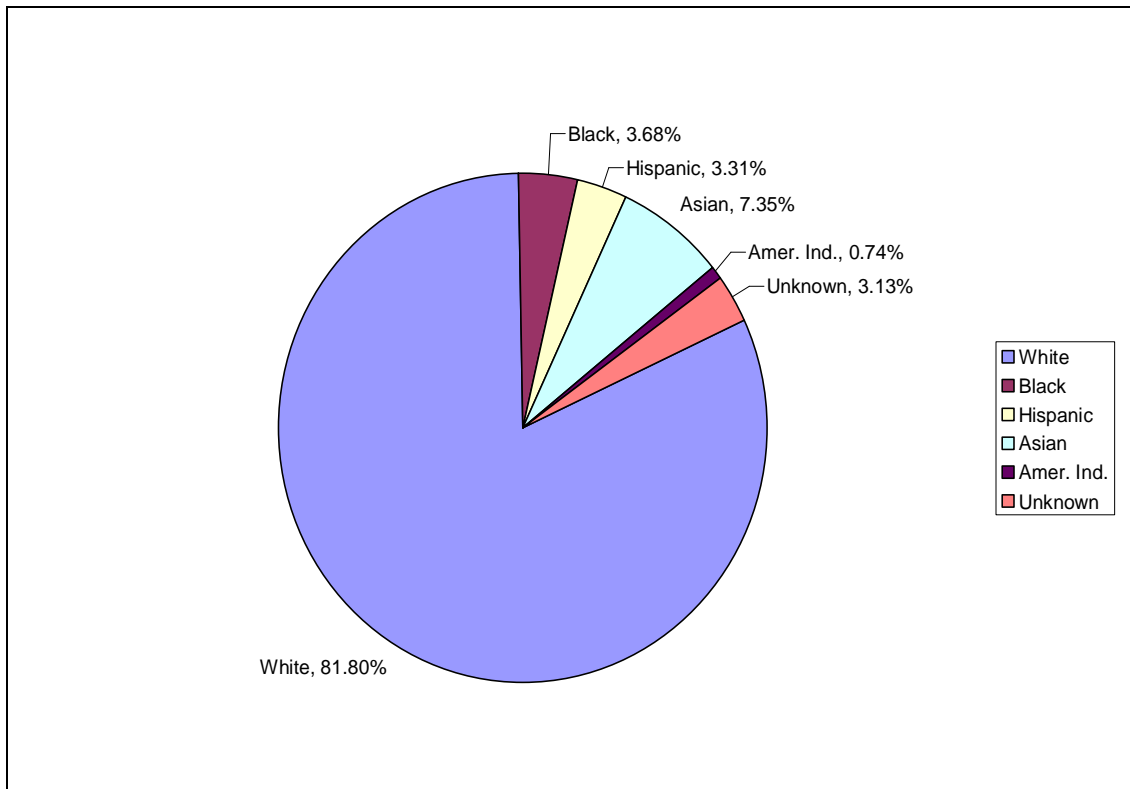
⁷ Data Source: Office of Human Resources, prepared by Provost's Office.

Figure 1. Hofstra University Total Faculty (Full Time and Adjunct) by Ethnicity (Self Declared) Distribution 2006*



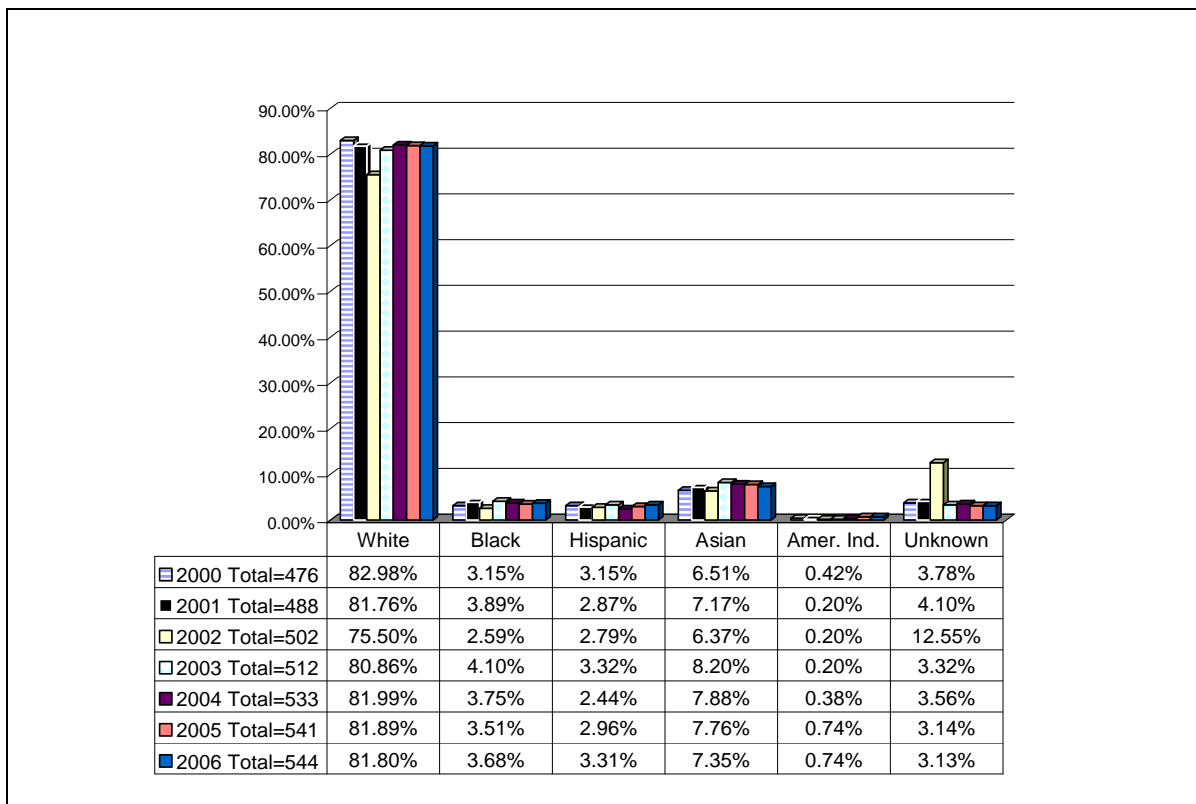
Among full-time faculty only, Whites comprise 81.80% of the total faculty. Faculty of color combined account for 15.08% with Asians comprising 7.35%, Blacks 3.68%, Hispanics 3.31% and American Indians 0.74%. The ethnicity for the remaining 3.13% is unknown. (See Fig. 2).

Figure 2. Hofstra University Full-Time Faculty by Ethnicity (Self Declared) Distribution 2006



Between 2000 and 2006 there has been no significant increase in full-time faculty diversity in terms of ethnicity (See Fig. 3). White faculty consistently comprise more than four fifth of the total full-time faculty and faculty of color consistently comprise less than 16%. (The exception for whites in 2002 can be attributed to an increase in the “unknown category”).

Figure 3. Hofstra University Full-Time Faculty by Ethnicity (Self Declared) Distribution 2000-2006



National full-time faculty ethnicity distribution data between 2000 and 2006 was unavailable for a systematic comparison. However, in 2001, the national faculty ethnicity distribution for White Non-Hispanic was 80.91%; for Black Non-Hispanic it was 5.18%, for Hispanic it was 3.07; for Asian/Pacific Islander it was 6.15%; and for American Indian/Alaska Native it was 0.49%. In Fall 2003 for New York, the full-time faculty distribution at Title IV degree-granting not-for profit institutions by race/ethnicity was: 80.34% for White Non-Hispanic; 3.74% for Black Non-Hispanic; 2.88% for Hispanic; 7.88% for Asian/Pacific Islander; 0.19% for American Indian/Alaska Native; and 0.80% for unknown. (Note: 4.18% are non-resident aliens who are not designated by race or ethnicity).⁸

For a detailed full-time faculty ethnicity distribution for Fall 2000 – Fall 2006 by schools and also the divisions within the Hofstra College of Liberal Arts and Sciences, see Table 1.

⁸ Source: National Center for Education Statistics - http://nces.ed.gov/das/library/tables_listings/show_nedrc.asp?rt+p&tableID=1719

**Table 1. Hofstra Full-Time Faculty Distribution by Ethnicity (Self Declared)-
by Schools (Fall 2000 – Fall 2006)**

Hofstra University

Fall 2000

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	70	2	4	1	1	3	81
HCLAS Natural Sciences	51	0	1	8	0	4	64
HCLAS Social Sciences	84	3	0	3	0	0	90
School of Education	48	4	3	3	1	3	62
School of Communication	24	0	1	0	0	1	26
School of Business	59	3	1	16	0	3	82
School of Law	28	2	2	0	0	2	34
Library	10	1	1	0	0	1	13
New College	15	0	2	0	0	0	17
School of University Studies	6	0	0	0	0	1	7
Total	395	15	15	31	2	18	476
Percentage	82.98%	3.15%	3.15%	6.51%	0.42%	3.78%	100.00%

Fall 2001

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	73	2	6	2	0	2	85
HCLAS Natural Sciences	51	0	0	9	0	4	64
HCLAS Social Sciences	80	4	0	4	0	2	90
School of Education	52	4	3	3	1	3	66
School of Communication	23	1	1	0	0	0	25
School of Business	61	4	1	15	0	3	84
School of Law	26	2	1	1	0	4	34
Library	13	1	1	0	0	1	16
New College	13	1	1	1	0	0	16
School of University Studies	7	0	0	0	0	1	8
Total	399	19	14	35	1	20	488
Percentage	81.76%	3.89%	2.87%	7.17%	0.20%	4.10%	100.00%

Fall 2002

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	72	2	6	2	0	9	91
HCLAS Natural Sciences	50	0	1	9	0	5	65
HCLAS Social Sciences	73	3	0	3	0	15	94
School of Education	49	3	3	2	1	8	66
School of Communication	21	0	0	0	0	5	26
School of Business	58	3	1	14	0	9	85
School of Law	26	0	1	1	0	6	34
Library	11	1	1	0	0	4	17
New College	12	1	1	1	0	1	16
School of University Studies	7	0	0	0	0	1	8
Total	379	13	14	32	1	63	502
Percentage	75.50%	2.59%	2.79%	6.37%	0.20%	12.55%	100.00%

Fall 2003

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	80	2	7	2	0	3	94
HCLAS Natural Sciences	53	1	1	10	0	2	67
HCLAS Social Sciences	80	3	0	8	0	1	92
School of Education	56	5	3	2	1	2	69
School of Communication	26	2	1	0	0	2	31
School of Business	59	4	2	16	0	3	84
School of Law	28	2	1	2	0	2	35
Library	12	1	1	1	0	1	16
New College	12	1	1	1	0	0	15
School of University Studies	8	0	0	0	0	1	9
Total	414	21	17	42	1	17	512
Percentage	80.86%	4.10%	3.32%	8.20%	0.20%	3.32%	100.00%

Fall 2004

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	85	1	5	2	0	4	97
HCLAS Natural Sciences	55	0	1	10	0	2	68
HCLAS Social Sciences	83	4	0	7	0	1	95
School of Education	55	6	2	1	1	2	67
School of Communication	26	1	2	0	0	2	31
School of Business	61	3	0	17	1	2	84
School of Law	37	3	1	3	0	4	48
Library	12	1	1	1	0	1	16
New College	14	1	1	1	0	0	17
School of University Studies	9	0	0	0	0	1	10
Total	437	20	13	42	2	19	533
Percentage	81.99%	3.75%	2.44%	7.88%	0.38%	3.56%	100.00%

Fall 2005

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	88	1	7	2	1	3	102
HCLAS Natural Sciences	57	0	1	8	0	3	69
HCLAS Social Sciences	92	5	2	9	0	0	108
School of Education	57	8	2	0	1	2	70
School of Communication	28	1	2	1	0	2	34
School of Business	61	2	0	18	1	1	83
School of Law	40	2	1	3	0	3	49
Library	11	0	1	1	1	2	16
New College	0	0	0	0	0	0	0
School of University Studies	9	0	0	0	0	1	10
Total	443	19	16	42	4	17	541
Percentage	81.89%	3.51%	2.96%	7.76%	0.74%	3.14%	100.00%

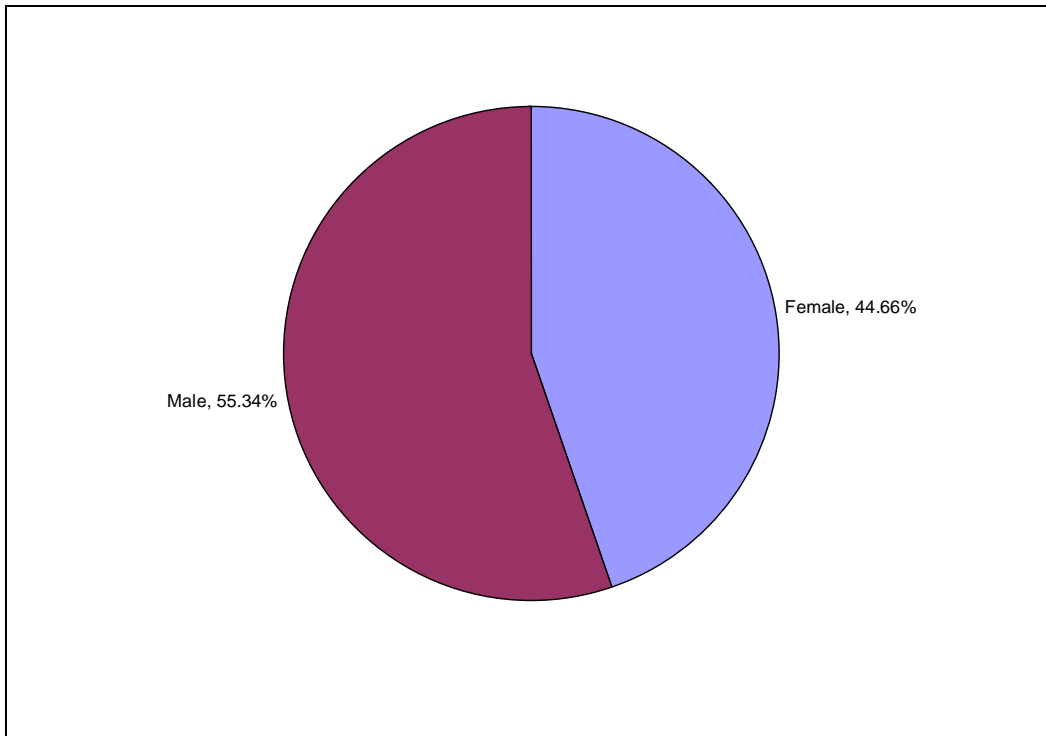
Fall 2006

	White	Black	Hispanic	Asian	Amer. Ind.	Unknown	Total
HCLAS Humanities	94	2	8	2	1	3	110
HCLAS Natural Sciences	58	0	1	8	0	3	70
HCLAS Social Sciences	90	6	2	9	0	0	107
School of Education	58	6	3	0	1	2	70
School of Communication	26	1	2	1	0	2	32
School of Business	58	2	0	18	1	1	80
School of Law	46	3	1	2	0	5	57
Library	12	0	1	0	1	1	15
New College	0	0	0	0	0	0	0
School of University Studies	3	0	0	0	0	0	3
Total	445	20	18	40	4	17	544
Percentage	81.80%	3.68%	3.31%	7.35%	0.74%	3.13%	100.00%

Faculty Diversity by Gender

Faculty diversity by gender⁹ is substantially better than by ethnicity, with women accounting for 44.66% and men for 55.34% of the total (full time and adjunct) faculty (See Fig. 4). In 2006-2007, the percentage of full-time faculty for women at Hofstra University is 42.46% as compared to 57.54 to men (See Fig. 5) Hofstra University's percentage of full-time women faculty is slightly higher than that of the National figures. In 2004-2005, national data shows full time instructional faculty at Title IV private, not-for-profit 4 year degree-granting institutions was 38.7% for women and 61.3% for men. For the same year at Hofstra University, the full-time faculty gender distribution was 41.84% for women and 58.16% for men (See Fig. 7). Comparing Hofstra data for 2001 and 2006 indicates that gender diversity for total faculty (full time and adjunct) has remained constant (See Fig. 6)

Figure 4. Hofstra Total Faculty (Full Time and Adjunct) Distribution by Gender (2006/2007)*



* Adjunct-Excl Faculty Not Included

⁹ In this report, gender refers only to “female” and “male” so as to correspond to the available data.

Figure 5. Hofstra University Full-Time Faculty Distribution by Gender (2006/2007)

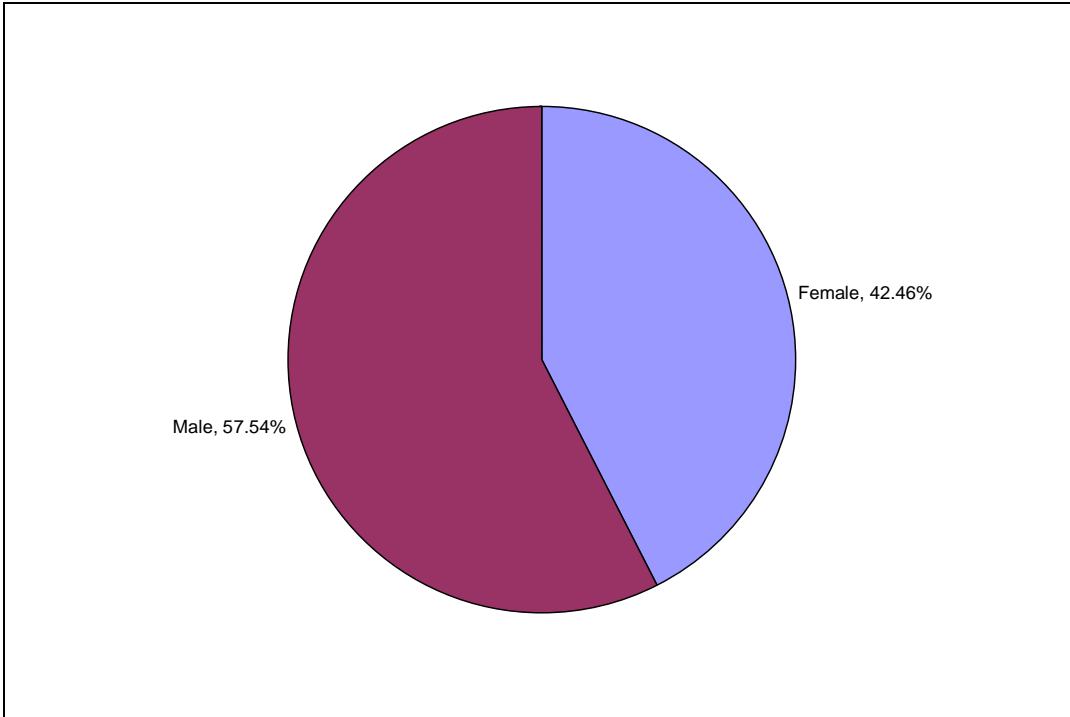


Figure 6. Hofstra University Total Faculty (Full-Time and Adjunct) Distribution by Gender (2000/2006)

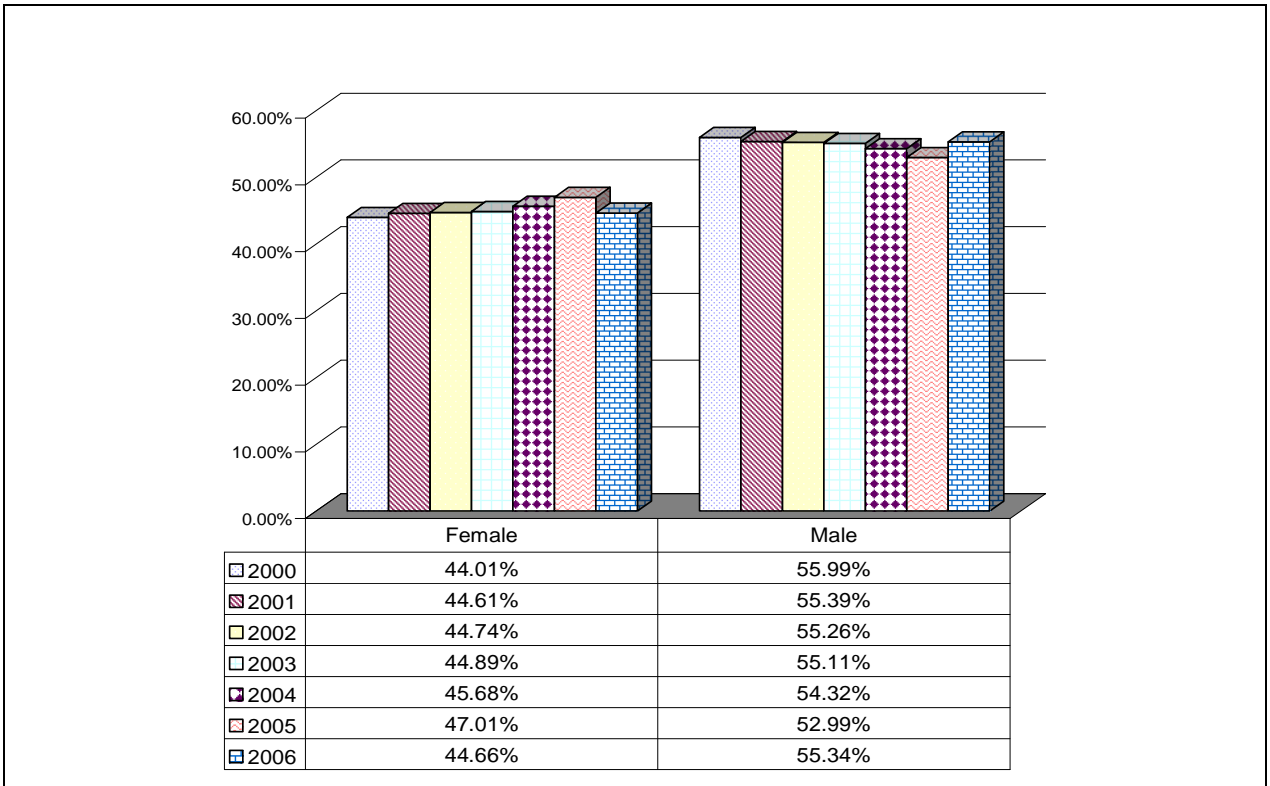
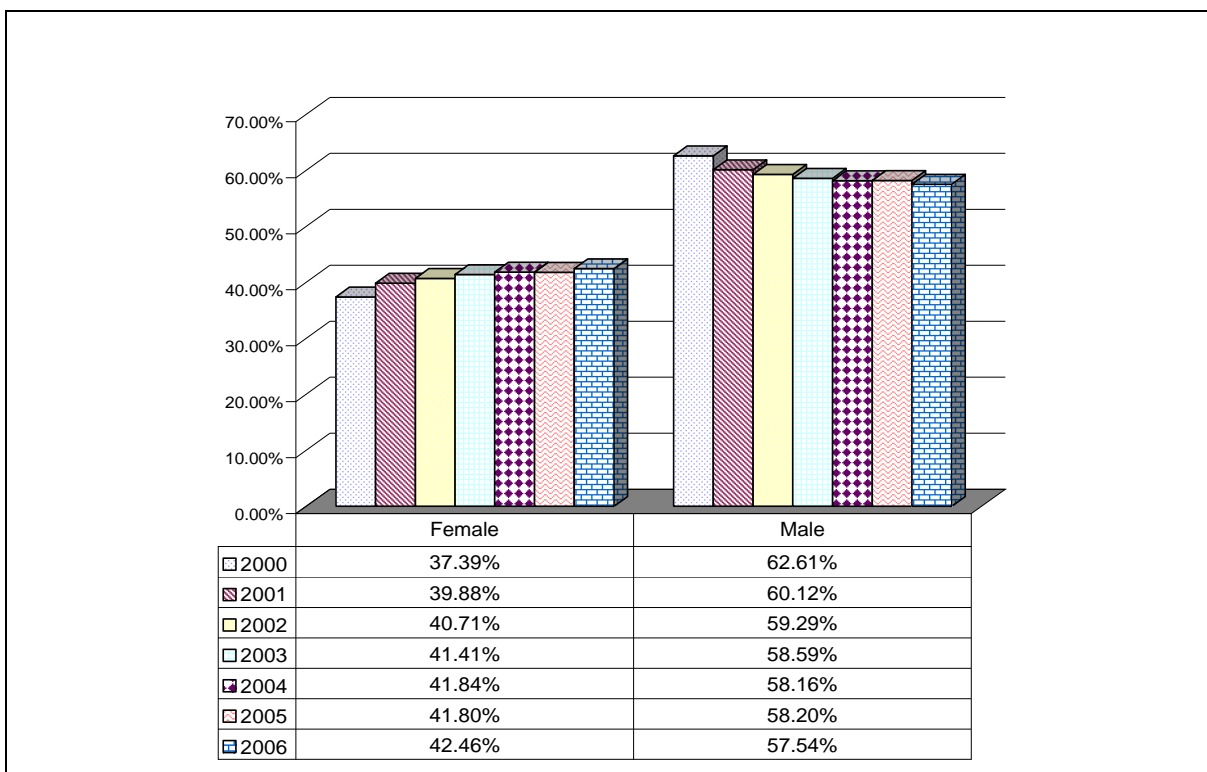


Figure 7. Hofstra University Full-Time Faculty Gender Distribution (2000/2006)



Finally, looking at Hofstra University’s ethnicity and gender distribution of faculty for 2006 we see that among full-time faculty, white men overwhelmingly comprise the largest group at 251 followed by white women at 194. Such also is the case with adjunct faculty: White men comprise 272 of the adjunct faculty members followed by white women adjunct faculty members at 241. The number of full-time and adjunct faculty from underrepresented groups is very limited. Black, Hispanic, and American Indian men account for only 26 full-time faculty members, while Black, Hispanic, and American Indian women account for only 16. Asian men and women account for 26 and 14 full-time faculty respectively (See Table 2).

Table 2. Hofstra University Total Faculty (Full-time and Adjunct) Distribution by Ethnicity and Gender (2006)*

		Amer. Ind.	Asian	Black	Hispanic	Unknown	White	Total
Adjunct Faculty	F	0	5	8	13	22	241	289
	M	2	10	7	7	42	272	340
Full-Time Faculty	F	1	14	8	7	7	194	231
	M	3	26	12	11	10	251	313
Total**		6	55	35	38	81	958	1173

* Includes Teaching Administrators

** Adjunct-Excl Excluded (F: 47; M:40)

What resources are available at Hofstra to support faculty diversity?

Although resources have been available on an ad hoc/ as needed basis to support diversity initiatives through the Offices of the President, Provost and the Deans, a review in Fall 2004 indicated a lack of dedicated budget and resources specifically allocated to support faculty diversity.

How do faculty members view the issue of faculty diversity at Hofstra?

Two open faculty forums were held in Fall 2005 to solicit faculty members' views on faculty diversity at Hofstra. Faculty members were also given the option of writing letters or having personal interviews with the FDT. A total of fifty-three people attended the open forums. In general, faculty noted that although there have been attempts by some faculty, administrators, and departments to diversify faculty, there needs to be a systematic, sustainable institutional commitment to faculty diversity (particularly in recruiting, hiring and retaining faculty from underrepresented groups).

Faculty at these forums discussed the following issues:

- Challenges of competing with other universities for the same pool of minority faculty, compounded by a need for more resources to make the institution attractive to diverse candidates in an area with a high cost of living.
- Challenges and the need for curriculum development and sustaining a teaching environment that fosters learning and value for diversity.
- Challenges in addressing the “differential scrutiny” of credentials of minority faculty by some faculty within a few departments.
- Problems and experiences of isolation among minority faculty due to the lack of support networks both on campus and outside of the university.
- Problems of burnout among minority faculty due to service on various committees.
- Problems of research validation for faculty members that do not work on or publish in “mainstream” journals.
- Problems with teaching, scholarship and research of minority faculty viewed as less credible or valuable.
- Need for concerted effort to recruit additional minority faculty, especially African American and Hispanic faculty, particularly given the changing demographic profile of Long Island and proximity to NYC.

- Need for greater resources such as university housing to attract and retain minority faculty.
- Need for exposure to more international faculty through visiting faculty initiatives.
- Need to establish a better strategy of mentoring and supporting new faculty.
- Need to develop strategies that facilitate greater interaction between students and faculty to enhance diversity.
- Need to address implicit assumptions among some individual faculty and administration that hiring minority faculty compromises academic excellence.
- Need for senior administration, particularly the Deans, to take a more proactive leadership role in initiating and supporting measures in recruiting and retaining diverse faculty.
- Need for ongoing sensitization to issues of diversity for all university departments including those administrative offices that interact with faculty and students.

Both forums concluded with faculty members expressing appreciation for the value of such open discussions while simultaneously emphasizing the need to follow through with the input provided by the faculty. Faculty reiterated that making diversity on campus a reality entails an ongoing institutional commitment of resources and developing a set of concrete measures for assessing progress.

RECOMMENDATIONS OF THE FACULTY DIVERSITY TASKFORCE

Based on a preliminary assessment of faculty diversity at Hofstra and a review of the diversity literature/reports at other academic institutions on best policies and practices, the FDT makes the following recommendations:

Recommendation 1: Proactive Leadership Role by Senior Administrators

We recommend that senior administrators take a proactive leadership role in publicly establishing the university's commitment to diversity and in developing a clear and consistent message that faculty diversity is an institutional priority.

- The University incorporates a commitment to identifying diversity as a central value in Hofstra University's mission statement.

- The offices of the President and Provost should continue to emphasize that achieving campuswide diversity is integral to ensuring a positive learning and working environment essential for all students, faculty and staff to fully participate in University life.
- The Offices of the President, Provost, and Deans should include faculty diversity as an institutional priority in strategic plans and in the public discourse.
- The University's commitment to diversity, including faculty diversity should be made visible and accessible to the public by providing appropriate information on the University's website and in published materials.
- The University (Administration and faculty) create community relationships and support faculty engagement with the diverse communities in which Hofstra is located.

Recommendation 2: Faculty Diversity Actualized in Systems and Policies

We recommend that faculty diversity be actualized in systems and policies.

- The Provost's office plays a key leadership role in providing direction, guidelines and measures of accountability for achieving faculty diversity in systems and policies.
- The Provost's office plays a central role in ensuring that all the different schools within the university see the value in implementing the university's guiding principles in achieving faculty diversity.
- The offices of the Deans proactively work with their department chairpersons, Department Personnel Committees and faculty in developing division/department mission statement and goals that include diversity.
- The offices of the Deans proactively work with their department chairpersons, Department Personnel Committees and faculty in developing strategic plans that include faculty diversity.
- The offices of the Deans proactively work with their department chairpersons, Department Personnel Committees and faculty in establishing clear and accountable guidelines to increase faculty diversity.
- The AAUP supports initiatives for the incorporation, implementation and accountability of faculty diversity.
- The commitment to assessment and evaluation which include some indicators to measure success and efficacy of policies and programs by all units.

Recommendation 3: Multi-level, Multi-strategy Approach to Recruitment and Retention

We recommend a systematic, sustained, multi-level, multi-strategy approach to recruit, hire and retain diverse faculty

- All departments use language in advertising positions that reflect the commitment to diversity and attract diverse faculty to apply. Departments have been provided with some suggested language (see Attachment B)
- All academic units of the university identify journals, professional associations, and other job announcement outlets to use for advertising across (e.g., Hispanic Outlook) and within disciplines (e.g., Society for the Psychological Study of Ethnic Minority Issues)
- The university continues to make a targeted effort in recruiting and hiring to achieve a critical mass of diverse faculty (particularly African American and Hispanic faculty) so as to enhance the educational experience of our students.
- The University reconsider its policies and structures and the impact they have on the recruitment of faculty with disabilities.
- All departments use proactive recruiting practices and resources during the search process.¹⁰
- All departments set benchmarks and identify measurable outcomes to assess effectiveness in diversifying faculty, including longterm tracking of hiring and retention of faculty.
- All departments encourage faculty to develop and engage in research, curriculum development, teaching, and service that values diversity.
- All departments evaluate research published in non-traditional, non-mainstream journals as part of the promotion and tenure evaluation process.
- The university, including departments, explore, create, and build relationships with Historically Black Colleges and Universities (HBCU), as well as institutions that serve underrepresented populations.
- The university becomes more responsive, to the extent possible, to dual career considerations in recruiting and retaining faculty.
- The university makes opportunities for “cluster hiring” of minority candidates to reduce faculty marginalization and isolation.
- The Provost’s Office evaluates the current mentoring program and reframes it to be more appealing and effective in providing faculty mentoring.

¹⁰ See, *Faculty Recruitment Handbook* NSF at the University of Michigan Academic Year 2004-2005.

Recommendation 4: Commitment and Allocation of Dedicated Resources

We recommend an ongoing commitment and allocation of dedicated resources to achieve any significant faculty diversity

- The university creates a “Provost’s Faculty Diversity Initiative Program” to supplement available resources to assist schools and departments in hiring and retaining a diverse faculty and to enhance academic units to take advantage of unique opportunities.¹¹
- The university assists faculty by providing opportunities for short term affordable housing, including low interest loans.
- The university proactively address, whenever possible, quality of life issues, such as housing, salaries, dual careers and childcare.
- The university provides resources and opportunities to bring in visiting faculty and scholars from within the United States and internationally.
- The university allocates funds for an ongoing speaker series that brings in diverse speakers on diverse issue.
- The university allocates time and funds for ongoing education and training on diversity.
- The university creates a dedicated website on diversity that includes diversity resources on teaching, funding, research, diversity initiatives and demographics on diversity at Hofstra.

Recommendation 5: Creation of Advisory Councils to focus on Student Diversity, Faculty Diversity, and Diversity Among Administration

We recommend creating an advisory council that will be involved on an ongoing basis to address diversity with sub committees that focus on Student diversity, Faculty diversity, and diversity within Administration to increase and help achieve more broad based diversity on campus.

- Address the other components such as students and administration.
- Develop a comprehensive, coordinated plan of action that can make Hofstra a more diverse and welcoming campus, a part of the larger community in which it is situated, and, a part of the larger global community.
- Establish a diversity advisory committee or council with sub committees that specially focus on students, faculty and administration.
- Identify key issues, gauge the challenges and successes in addressing diversity and advice and promote “best practices” through the subcommittee.

¹¹ For example, University of Michigan PFIF See, <http://www.provost.umich.edu/programs/pfip.html>

ACTIONS INITIATED

The FDT understands that campus wide diversity and institutional change do not happen instantaneously but is pleased to report that some actions have been initiated since the Taskforce convened, including:

- 1) Developed University and Faculty Diversity Statements
- 2) Established Diversity speaker series by the Provost's Office
- 3) Established an ongoing relationship with Claflin University as part of building long term relationships with historically Black Colleges and Universities.
- 4) Allocated Housing
- 5) Established ongoing Sensitivity Training for the Public Safety officers, Dean of Students Staff, and Student Activities. This program was initiated by the Vice President for Legal Affairs and General Counsel
- 6) Initiated diversity workshops for deans, chairs and faculty by the Provost's Office on faculty recruitment and retention.
- 7) Initiated the process of setting up a website on diversity.

Developed Language on University Diversity Statement

The FDT felt that language on diversity in the university's mission statement is essential in indicating the university's commitment to diversity and conveying this to the public. The FDT created a university statement on diversity to formally signify the University's commitment to diversity as part of its institutional framework and to raise awareness of diversity as an important university value. The Diversity Statement below was passed by the Full Faculty on 10/31/05, and signed by the President on 11/22/05.

Diversity

Hofstra University strives to provide a community of individuals from many diverse backgrounds and with differing interests and goals, a community that reflects the diversity of the world outside Hofstra and one that promotes intellectual inquiry, dialogue, and other activities pivotal to a democratic society. The concept of diversity encompasses acceptance and respect. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating diversity.

The University believes that institutions of learning have a responsibility to provide and sustain multiple cultures, to encourage scholarship and knowledge production incorporating multiple perspectives and to demonstrate commitment to fair and equal access to higher education. A diverse campus is an environment that facilitates exchange among different perspectives and ways of being. Diversity creates an environment that fosters appreciation of the values, skills and abilities of everyone. We know that we do

our best work when we embrace the diversity of ideas and experiences that characterize the social, cultural and intellectual world.

Diversity includes the recognition and incorporation of a multiplicity of voices and perspectives in thought and action, in policy and practice, in all spheres of the academic enterprise. It involves recognizing the value of “difference” and the inclusion of members of groups that experience discrimination or under representation. This includes a prohibition against discrimination based on race, color, religion, sex, sexual orientation, age, national or ethnic origin, physical or mental disability, marital or veteran status or any other characteristic or status protected by state or federal laws. At the same time, our commitment to, as well as outreach to, underrepresented groups require efforts that go beyond simply abiding by existing legal prohibitions.

Faculty Diversity

A diverse faculty is pivotal to the success of any academic institution’s initiative to create a strong learning environment. At Hofstra “diverse faculty” include individuals of diverse genders, colors, ethnicities, sexual orientations, religious beliefs, ages, learning and physical abilities, socioeconomic status, and marital status. Diversity among faculty also extends to the regions and cultures taught, researched, and represented throughout the global community. We recognize that our mission of scholarship is driven by vigorous debate and the exchange of new ideas. As such, we strongly value the broad spectrum of perspectives arising from our diverse society and the world community.

The Diversity Mission Statement is posted online at:

http://www.hofstra.edu/pdf/prov_diversity.pdf

Established Diversity Speaker Series

In Fall 2005, Provost Herman Berliner established a Hofstra University Distinguished Speaker Series as part of a larger initiative to increase diversity among our faculty and to bring in diverse faculty and to address diverse issues. The objective of this series is to help build a stronger learning environment, where teaching and scholarship is driven by exchanges of ideas that reflect the broad spectrum of perspectives stemming from the diverse societies and world community. The first speaker in this new series was Dr. Bonnie Thornton Dill, Professor and Chair of the Department of Women’s Studies and Director of the Consortium on Race, Gender and Ethnicity, University of Maryland. Dr. Thornton Dill gave a public presentation on March 22nd, 2006 entitled “The Brown Decision and the University of Maryland: Implications for Today’s University”. In addition, she made a special presentation for Deans and Chairs on administrators on addressing challenges and developing strategies in addressing faculty diversity. The Fall 2006 speaker was JoAnn Moody and her presentation focused on recruitment and retention strategies to increase diversity.

Established an ongoing relationship with Claflin University

As part of our strategy to open new channels of communication and cooperation between Hofstra and historically Black institutions, the Provost's office, with the assistance of School of Communication Associate Dean Cliff Jernigan initiated contact with Claflin University in South Carolina during the fall of 2005. This was followed in Spring 2006 by a visit to Claflin by Provost Herman Berliner, Senior Vice Provost Liora Schmelkin, and Associate Dean Cliff Jernigan and a visit by Claflin senior leadership to Hofstra. Following these visits, there was an agreement drafted between Claflin and Hofstra spelling out the terms of a regular exchange of faculty. This agreement was formally signed By Claflin President Henry N. Tisdale and Hofstra President Stuart Rabinowitz at Hofstra in June 2006. The exchange is now in place with Dr. Dan Sciarra from Counseling, Research, Special Education and Rehabilitation visiting Claflin this semester and Professor Annette Grevious from the Department of Speech and Drama visiting Hofstra. As we go forward with this relationship, the Provost's office will strive to also build in opportunities for Claflin students to visit Hofstra and Hofstra students to visit Claflin for a semester or a summer session. We will also strive to establish relationships with other historically Black institutions.

Allocated Housing

Housing for new faculty, especially those from outside the area, is always a major issue. The high cost of housing in this area, the great diversity of housing in the area, the great diversity in the quality of local schools, and the lack of diversity in many neighborhoods has made housing an impediment to the recruitment of faculty, especially minority faculty. To assist in this effort and also to provide the necessary time to understand the complexities of Long Island, the University has made available three houses for new faculty that can be leased for a one-year period of time at rental rates slightly below market prices. These houses are located directly adjacent to our campus and provide a convenient, comfortable, reasonably priced first year alternative for new faculty.

Established Diversity Training for Human Resources and Public Safety Offices

Training sessions for the staff in the Office of Human Resources and for the Office of Public Safety officers were initiated by Dolores Fredrich, Vice President for Legal Affairs and General Counsel, and conducted in Summer 2006 by Ruth Raisfeld, Esq. These workshops are part of ongoing training sessions that will take place regularly and will be taken by all Public Safety officials. The training covered Hofstra's diversity policy, the roles of HR and the public safety offices in promoting campus diversity, the benefits of a diverse environment, sharing the hallmarks of institutions that achieve successful diversity programs, addressing the goal of public safety of keeping a diverse campus safe, strategies for self-assessment, addressing perceptions, detecting hidden bias, providing examples of 'subtle bias' and subtle discrimination, as well as sharing information on survey findings showing that diversity training works! The HR training for the Human

Resources staff focused on HR issues with different scenarios for the discussion groups. These training sessions included a presentation, Hofstra-specific examples and discussions as well a review of the some of federal, state and university policies and regulations. The Public Safety program was repeated three times to accommodate all staff shifts. The workshops were intentionally kept somewhat small and informal to facilitate open and frank discussions and role playing, and to encourage everyone to participate. In general, these initial set of workshops generated positive feedback from the participants.

Initiated Diversity Workshops Office on Faculty Recruitment and Retention.

Jo Ann Moody, author of *Faculty Diversity: Problems and Solutions*. (2004, Taylor and Francis Inc.), part-time director of the “Northeast Consortium for Faculty Diversity” and national diversity consultant for colleges and universities, conducted workshops with deans, department chairpersons and faculty on issues pertaining to good practices for improving recruitment, evaluation, mentorship, and retention of minority faculty.

Initiated the Process of Setting up a Website on Diversity.

As a first step, the Diversity Mission Statement was added to the Provost’s office section of the Hofstra University website (under Documents). Moving forward, a website dedicated to diversity related initiatives will be established. This website will include sections on faculty recruitment and retention resources, Publications, Frequently Asked Questions, Events, and Education.

Expanded Diversity Initiatives at NOAH Program:

The NOAH Program has expanded diversity initiatives and brought together faculty and students through sponsoring annual lecture series that highlight political and social issues. Recent guest lecturers have included: Dr. Nikki Giovanni (Poet, civil rights activist and distinguished professor); Dr. Na’im Akbar (Professor of Psychology and author); Felipe Luciano (WNBC news anchor, author, journalist and poet); Dr. Firpo Carr (Author of “Germany’s Black Holocaust: 1890-1945”); Simmie Knox, First African American commissioned by the US President to do an official presidential portrait; and Keith Beauchamp (Documentary Filmmaker) producer of the groundbreaking documentary, “The Untold Story of Emmett Louis Till”.

CONCLUSION

Call To Action

Although many universities have appointed task forces to address diversity, and there is increased awareness of the need for faculty diversity, much needs to be done to translate this into a conscious set of policies and practices. Achieving faculty diversity will

determine to a large extent to the ability of the university to sustain a truly intellectual and social climate reflective of society that prepares our students to be informed and engaged global citizens and leaders. Therefore:

We Call To Action Every Individual (faculty, staff, students and administrators) at Hofstra University:

- ***To recognize that creating a strong learning and working environment that values diversity and allows full participation in University life is a fundamental right of all students, faculty and staff;***
- ***To acknowledge the need for greater diversity, including faculty, administrative and student diversity at Hofstra and to make diversity a university priority;***
- ***To understand, appreciate and consciously practice the principles of diversity as defined in the university's statement on diversity and faculty diversity;***
- ***To draw upon the recommendations of The FDT report as one step in working toward diversifying faculty;***
- ***To proactively work together and build alliances across differences so that the faculty diversity initiatives at Hofstra are translated into sustained policies and effective actions.***

Attachment A: List of Diversity Task Force Members

Abraham, Margaret, Special Advisor to the Provost for Diversity Initiatives and Professor of Sociology

Adamski, Patricia, Senior Vice President for Planning and Administration

Ahr, Johan, Assistant Professor, History Department

Berliner, Herman A., Provost and Senior Vice President for Academic Affairs and Chair of Diversity Task Force

Fredrich, Dolores, Vice President for Legal Affairs and General Counsel

Grossman, Joanna, Professor and Associate Dean for Faculty Development, Law School

Hines, Maxwell S., Associate Professor, Curriculum and Teaching Department

Jernigan, Cliff, Associate Dean, School of Communication

Jones, Richard, Associate Professor, Accounting, Taxation and Legal Studies in Business Department

Kaplan, Nancy, Associate Professor and Chair, Audio/Video/Film Department

Lawrence, Stephen, Associate Professor, Physics Department

Lukesh, Susan, Associate Provost for Planning and Budget

Mimy, Sybil, Executive Director, NOAH Program

Murphy, Maureen, Interim Dean, School of Education and Allied Human Services

Shakeshaft, Charol (through Spring 2006), Professor, Foundations, Leadership and Policy Studies

Schmelkin, Liora, Senior Vice Provost for Academic Affairs and Dean of Graduate Studies

Weiss, Marysia, Professor and Chair, Mathematics Department

Attachment B: Suggested Language for Job Announcements

Here are some sample sentences, provided by JoAnn Moody, to modify and use in job announcements:

The campus and the _____ department are interested in qualified candidates who can contribute, through their research, teaching, mentorship, or service to the diversity and excellence of the academic community

The dept. is committed to building a culturally diverse faculty and strongly encourages applications from under-represented minorities

The dept. seeks applicants who have an interest in developing and implementing courses that address multicultural issues

Applicants should demonstrate success in working with diverse populations of students

Because of the importance of cultural diversity and richness on this campus, candidates should explain how they have been and could be involved in these areas

We seek to increase the diversity of the campus community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area

ALSO: if possible, try to make most qualifications 'preferred' rather than 'required' in order to cast a wide net. Or say something like: three years of teaching at the college level 'or its equivalent' etc.