As you are aware, the University-Wide Diversity Coordinating Council is planning a Diversity Forum for senior level administrators, deans, department chairs, and key faculty and staff to which you have been invited. The event will take place on February 28, 2006 from 8:30 a.m. until 3:30 p.m. (8:00-8:30 a.m. continental breakfast) in the Skutt Student Center Ballroom.

The Diversity Forum is intended to move us closer to achieving the institutional priority of “creating a diverse human community of students, faculty, and staff.”

The goal for the day/event itself is to bring people together in an “open stakeholder meeting” in order to take this institutional strategic priority and begin to operationalize goals and courses of action in support of the priority.

Our broader goal for the long-term is to create a diverse human community of students, faculty and staff at Creighton in light of the approved definition of diversity* using and building on the courses of action created at the Diversity Forum.

* At Creighton University, “diversity” describes the rich variety of (a) states of being, (b) ways of thinking, and (c) individual, group, and organizational behaviors that are present in our community. Creighton University is committed to a policy of welcoming all expressions of diversity that are in keeping with the Ignatian tradition of fostering an inclusive, compassionate, and respectful environment for our students, staff, faculty, and guests. Creighton University’s Diversity Coordinating Committee exists to develop, implement, promote, and support initiatives that further the University’s commitment to diversity.

To help achieve these goals, we felt it was important to provide some preparatory information (the contents of this pdf file) for all participants. If you would like more in-depth information, our website at http://www.creighton.edu/about/diversity/dcc has more sources being added, including:
- Dr. Stephanie Wernig’s November 2005 and January 2006 News from Institutional Research on Diversity
- Demographics of students and faculty/staff in terms of diversity status
- Reports of what university units are currently doing regarding diversity (including but not limited to URM status)
- Listing of liaisons and their role

Please bring your (printed) copy of this packet with you on February 28.

As Fr. Schlegel noted when asking you to save the date, “I believe diversity in all of its dimensions is a leadership issue. Furthermore, to build a diverse and inclusive workforce is a strategic priority for Creighton University. This priority is not only a moral imperative—it is also good business. Diversity is therefore an issue upon which we must all lead from the top; responsibility for something so important must pervade the university culture. For Creighton to be seen as truly serious about diversity will require both ongoing commitment and ongoing honesty. Creighton has to ‘walk the talk,’ and this Diversity Forum is designed to help facilitate this process.”

We look forward to seeing you at the end of the month.
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**Goal for the day/event:** To bring people together in an “open stakeholder meeting” in order to take this institutional strategic priority and begin to operationalize goals and courses of action in support of the priority.

**Goal for the long-term:** To create a diverse human community of students, faculty and staff at Creighton in light of our definition of diversity (see above) using and building on the courses of action created at the Diversity Forum.

### Accomplishing these Goals—Schedule for Diversity Forum

**8:00-8:30**  
Continental breakfast

**8:30-9:00**  
*Welcome—Mr. John Pierce*  
*Opening Address: Clarifying Where Creighton Is and Where Creighton Needs to Be in Creating a Diverse Human Community—Fr. John P. Schlegel*

**9:00-10:30**  
*Breakout 1* (Dr. Scott Chadwick): Working group sessions and report-outs related to objectives that:  
- Creighton will exhibit gender and ethnic balance when recruiting and retaining faculty, staff and students  
- At a minimum, underrepresented minority students, faculty and staff will constitute a percentage of the Creighton population, consistent with demographics of Omaha and surrounding region  
- Retention rate of under-represented minorities—students, staff and faculty—will equal or surpass that of their majority counterparts

**10:30-10:45**  
*Break*

**10:45-12:00**  
*Breakout 2* (Dr. Scott Chadwick): Working group sessions and report-outs related to objectives that:  
- Faculty, staff and students will exhibit cultural competence/proficiency and awareness of the significance of global diversity  
- Creighton will develop strong relationships with local and regional minority communities

**12:00-1:00**  
*Lunch* (to include consultant perspective on Breakout Sessions 1 and 2 starting at 12:30 from Dr. Joseph White and Dr. JoAnn Moody)

**1:00-1:45**  
*Reflection↔Realism: Logistics of and Resources for Proposed Initiatives*  
—President’s Cabinet: statements and question/answer

**1:45-2:00**  
*Break*

**2:00-3:30**  
*Where Do We Go From Here: Feedback and a Look Ahead*  
—Dr. Joseph White and Dr. JoAnn Moody: end-of-day feedback from consultant perspective and question/answer  
—Fr. John Schlegel: end-of-day feedback from Creighton University perspective

* For breakouts, each University unit will have a facilitator from within to guide the working session, and a template for action plans will be used to standardize and clarify the process.
Joann Moody, Ph.D., J.D.

Dr. Moody has received leadership awards from:* 

- The nation-wide Compact for Faculty Diversity
- The Biomedical Science Careers Program, headquartered at Harvard University
- The College Board, for her founding and directing of the regional Excellence through Diversity Initiative (while she was vice president of the New England Board of Higher Education).

Dr. Moody has extensive experience in administration and teaching:* 

- Vice President, New England Board of Higher Education, Boston, MA.
- Associate Professor of English (tenured), Lynchburg College, VA.
- Assistant Professor of English, Vanderbilt University, Nashville, TN.

Dr. Moody's academic degrees:* 

- J.D. Northeastern University Law School.
- Ph.D. (English Literature). University of Minnesota (Woodrow Wilson Fellowship).
- B.A. (English). College of William and Mary (Phi Beta Kappa, Honors).

- Taken from www.DiversityOnCampus.com

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Joseph White, Ph.D.

Dr. White has received numerous awards, honors, and fellowships:

- Citation for Achievement in Psychology and Community Service, President Bill Clinton
- Certificate of Special Congressional Recognition, Honorable Barbara Lee, United States Congress
- Distinguished Contribution to the Field of Psychology Award, California Psychological Association

Dr. White has an extensive experience in administration and teaching:

- Professor of Psychology, Psychiatry and Comparative Culture, Program in Comparative Culture, School of Social Sciences, University of California, Irvine
- Director, African-American Students Program, University of California, Irvine
- Professor Emeritus of Psychology and Psychiatry, School of Social Sciences, University of California, Irvine

Dr. White’s academic degrees:

- A.B. (Psychology) San Francisco State College (with honors)
- M.S. (Psychology) San Francisco State College
- Ph.D. (Clinical Psychology) Michigan State University

- Summarized from Dr. Joe L. White’s May 2000 Vita as supplied by John Pierce of Creighton University.
Part I. Typical Cognitive Errors Unwittingly Made by Individuals

1. Negative stereotyping
2. Positive stereotyping
3. Raising the bar
4. Elitism
5. First impressions
6. Longing to clone
7. Good fit/Bad fit
8. Provincialism
9. Extraneous assumptions & myths
10. Wishful thinking; opinions not facts
11. Self-fulfilling prophecy
12. Seizing a pretext
13. Character over context
14. Premature ranking/Digging in
15. Momentum of the group

Typical Dysfunctions of an Organization that Exacerbate Cognitive Errors

1. Overloading/rushing
2. No coaching and practice
3. No ground rules
4. No reminders and monitoring
5. No one held accountable
6. No debriefing and systematic improvement

Part II. How to Rise Above Cognitive Errors & Remedy Organizational Dysfunctions

1. Resolve and constant self-correction by individuals and committees
2. Coaching, preparation, and reminders (such as index cards) about the cognitive errors and shortcuts, provided by appropriate offices and leaders in the organization
3. Ground rules for the evaluation process, developed by the evaluation committee (but using guidelines from previous searches or from experts)
4. Diverse committee; Non-voting process person (within the committee) for quality control
5. Use a matrix or other visual mechanism to keep members on track
6. Slow down the evaluation process; no overload or rushing
7. Build accountability into both processes and results
8. Gather non-stereotypical evidence about the candidate/applicant; lengthen interviews and use simulations
9. Don’t rank the finalists. Instead, write up summary of each finalist’s strengths, weaknesses, and likely contributions to students, the department, and the campus
10. Avoid a solo situation by including two or more members of negatively stereotyped groups in the pool of finalists
11. Continuous practice at rising above cognitive errors and shortcuts (through case studies, interactive skits, and so on)
12. Personal relationships/friendships with members of negatively stereotyped groups—to diminish social distance
13. Personal courage together with real leadership from administrators to insist “Show me the evidence”
14. Debriefing after each search or evaluation; continuous improvement; summaries of lessons learned, for future committees.
Part III. Discussion Scenarios, for Analysis and Practice by Individuals and Committees

Five mini-case studies are presented for review and discussion. The topics depicted include:
1. A community college search committee prepares to interview job candidates
2. Listening in on the early stage of a faculty search
3. Search for a new Director of Finance
4. Final stage of a faculty search process
5. A university-level review of a promotion and tenure case

The following sets of questions are provided as a template for analyzing the mini-case studies:
- What’s going wrong here? Going right?
- What cognitive errors and shortcuts are being made by individuals in the scenario?
- What dysfunctions at the organizational level are being illustrated?
- If you were chair of the committee in the scenario, what would you do to replace bad practices with good ones? How would you propose to do that? What caveats should be heeded?
- If you were the dean or provost, what would you do to encourage good practices? How would you propose to do that? What caveats should be heeded?
A community reborn

Former Penn President Judith Rodin used her psychology background to engage and transform the campus's surrounding community.

BY ZAK STAMBOR
Monitor staff

When psychologist Judith Rodin, PhD, arrived at the University of Pennsylvania in 1994 as the university's president, the campus that she had attended as an undergraduate had grown increasingly fortress-like. Vacant storefronts, decaying houses, failing schools and crime plagued University City, the neighborhood that surrounds the campus.

The contrast between the beleaguered community and the thriving, Ivy League university was stark—and problematic.

"While Penn was terrific academically, it was isolated and despised by its neighbors," she explained at a plenary session at APA's 2005 Annual Convention.

The situation led Rodin to rethink the university's role in its urban community.

"Many [urban universities] are in inner cities, and—by virtue of their mission, intellectual capital and investment in physical facilities—urban universities are uniquely positioned to play a leading role in the revitalizing of their communities," she said. "What this meant for us at Penn was that we had to engage the community as a citizen and agent of change."

Rodin used her psychology background to bring students, faculty and community members together to discuss the community's needs and create a framework for change. By the time she left the presidency last year to become president of the Rockefeller Foundation, Rodin had helped the university and community transform University City into a destination—with safer streets, restored homes, new stores and restaurants and improved, university-assisted public schools.

Bridging the gap

Rodin sought to set an institutional example of positive civic engagement to teach students about leadership and contributing to society.

Working with faculty members, she began reshaping the university's curriculum to create service-learning courses that attacked the roots of urban decay. For example, in a geology course, students worked with neighborhood middle school students to map sources of lead in their homes and neighborhood.

"At every turn, we tried to interact with the community in a way that would increase shared participation and open decision-making," she said. "Simply put, we tried to become a better global university by first becoming a better local stakeholder and enabler."

The university also partnered with the community to wire the local schools with high-speed Internet access and renovate the neighborhood public library. Penn also built a new university-assisted neighborhood public school that features small classes, cutting-edge teaching and intensive professional development for teachers.

She used the Wharton School's expertise to build the capacity of small businesses owned by, and capable of hiring, local residents by giving them first-bid contracting opportunities. The university also worked with the construction trades to open up union membership to the community's women and minorities.

The net result, Rodin says, was the West Philadelphia Initiatives, an ongoing project developed by Rodin and other university officials to ensure that Penn and University City enjoy a mutually beneficial relationship.

Reinvigoration

The changes took time, said Rodin. However, with each stroke, the university saw progress.

When the university moved its public safety division into the neighborhood, crime dropped. Now, more than 70 percent of residents say they feel safe.

When the university acquired and renovated run-down properties and sold them back to the neighborhood at below-market prices, the neighborhood's housing stock expanded and improved. Soon after Penn's renovations were under way, the market attracted homebuyers, and homeowners began rehabilitating vacant houses.

When the new neighborhood school opened, parents gained confidence in their ability to provide a quality public education for their children, said Rodin.

The catalyst for the changes, Rodin noted, was rethinking the interactions between the university and community.

"By using the research from work on leadership and empowerment, a university can be an agent of true change," Rodin said. "It can transform the way both individuals and communities act and work together."

Dr. Judith Rodin called on psychologists to see that their work enhances society and empowers individuals.
Columbia Dedicates $15 Million For Faculty Diversification Efforts

NEW YORK

Columbia University recently announced the dedication of $15 million to jump start a new recruitment campaign and to accelerate other ongoing efforts to diversify its faculty. The university trustees, at their June meeting, unanimously approved the new funding commitment.

The university seeks to add between 15 and 20 female and minority scholars to the arts and sciences faculty over the next three to five years. It also will enhance efforts underway to change the process and culture surrounding faculty searches, recruitment, hiring, retention and promotion.

"These funds allow us to bring on board a critical cluster of new talent in the arts and sciences that in turn may help us recruit other scholars from under-represented groups," says Dr. Jean E. Howard, who was appointed Columbia’s vice provost for diversity initiatives in September 2004. "But the investment in and of itself is not sufficient to bring about the fundamental and far-reaching changes we are committed to make. Those will take time and a continuous university-wide effort."

"Building a diverse university community," says Dr. Lee C. Bollinger, president of Columbia, "requires sustained commitment, concerted effort and the attention of us all. With this investment we are reaffirming Columbia University’s commitment to our core values of inclusion and academic excellence."

The added investment and its use stem from the work of a faculty committee that advised the vice provost for diversity on key ways to step up efforts to achieve a more diverse community of scholars.

In response to their recommendations, the investment will significantly strengthen a coordinated set of initiatives that, among other things, improve the faculty hiring process to more successfully identify and recruit outstanding scholars from historically under-represented groups; address the work-life issues of an increasingly diverse faculty; confront the lack of women and minority faculty in natural sciences and engineering; and extend the university’s dialogue on the subject.

The new resources will also improve the search, selection and recruitment process, and help to meet the work-life needs of faculty members — such as providing childcare services to retain faculty.

Columbia is working with the New York Academy of Sciences and is establishing a consortium of area universities, medical schools and industries with a view toward creating, among other options, a high-end job bank for science positions in the New York area. In addition, the vice provost’s Task Force on Diversity in Science and Engineering has been tasked with finding ways to strengthen the pipeline bringing women and minority students into the university’s undergraduate, graduate and postdoctoral programs.