

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE

Recruitment and Retention Plans for Faculty Diversity

The Department of Health and Human Performance is committed to the recruitment and retention of qualified racially/ethnically/gender diverse faculty. This document, developed by faculty, outlines the departmental plan for achieving our goal of increasing the diversity of faculty within the department.

The Department of Health and Human Performance has three programs: Physical education/teacher education (PETE), exercise science, and health promotion. A goal of these programs is to prepare students for professional employment in diverse settings such as schools, colleges, businesses, clinics, and hospitals. A diverse faculty is essential in providing perspective for our college, department, programs, faculty, and students. A summary of each program's mission follows:

The mission of *PETE* is to develop reflective and caring teachers able to create practices that help children and youth achieve an active lifestyle; and to prepare future school or university scholars with the knowledge base and research skills so that they can contribute to the development of future teachers, improvement of schools, and the existing knowledge base.

The mission of *Health Promotion* is to produce students who are competent allied health professionals in commercial, corporate fitness, and cardiac rehabilitation settings; and who will develop the principles underlying optimal health, technical skills for assessing health and fitness, and behavioral strategies that encourage physical activity and improve the health and fitness status of individuals.

The mission of *Exercise Science* is to prepare students for graduate study in the exercise science sub-disciplines (Biomechanics, Exercise Physiology, and Motor Behavior) and entry into professional programs such as medicine, physical therapy, and occupational therapy; and to prepare scholars for careers in exercise science research and college teaching at all levels.

These program missions of education and human services are consistent with those of the College of Education. A dean of the College once stated that, "As boundaries that have separated cultures, nations, and individuals continue to dissolve, the roles of many forms of education have become vital to equipping students for even greater changes that lie ahead." The Department of Health and Human Performance is committed to meeting the diverse expectations and challenges of students, community, and society.

NEEDS ASSESSMENT

Current demographics of the Department:
*15 current faculty; + 1 entering Fall 2007**

<i>Number</i>	<i>Rank</i>	<i>Race/Ethnicity</i>	<i>Sex</i>
1	Distinguished Professor & Head	White/non-Hispanic	Female
3	Distinguished Professor	White/non-Hispanic	Male
2	Professor	White/non-Hispanic	Male
2	Associate Professor	White/non-Hispanic	Female
2	Associate Professor	White/non-Hispanic	Male
2	Assistant Professor	White/non-Hispanic	Female
1*	Assistant Professor	African American	Female
1	Assistant Professor	African American	Male
1	Instructor	White/non-Hispanic	Male

GOALS

Since this diversity plan was implemented in 1999 the Department of Health and Human Performance has met and/or exceeded our faculty diversity goals. At that time there were three females in tenure track positions, one of whom was seeking tenured. Our female faculty numbers have doubled since that time, and two of those are seeking tenured. We have hired three African-American faculty in tenure track positions, one of whom has since left Auburn. We have been successful in acquiring diverse pools of applicants for vacant faculty positions. Having reached our previous hiring goals, we have the current overall goal of maintaining and improving our current diversity status.

The Department of HLHP presently anticipates two retirements in the next three to five years. Both of the anticipated retirements are male. These retirements will result in two vacant positions.

Knight vs. Alabama specifically addresses racial/ethnic diversity with respect to African-American faculty. Consistent with the AU Institutional Diversity Plan, the demographics of the state, and considering our current faculty representation, the Department desires that females and African-Americans be better represented on the Department faculty.

Hiring goals set by the Department should be evaluated considering the following statistics. Data from the AU Office of Planning and Analysis indicate the following applicant availability:

Doctoral graduates from 1987-1997 (latest available data) identified as Health and Human Performance:

African American: 4.41%
Female (any race): 53.91%

These statistics are evidence that the goal of hiring female faculty offers the better opportunity for success than the goal of hiring African-American faculty. However, our recent hires indicate that we have clearly exceeded expectations for minority faculty based on probability indicated by the above demographic data.

Current Goals:

- Aggressively seek females and applicants from underrepresented groups and diverse backgrounds
- Maintain and/or increase the current number of female faculty and faculty from underrepresented groups and diverse backgrounds
- Assist current female and African American faculty in successfully advancing in rank
As other positions become vacant, the following goals will also apply:
- Maintain and/or increase current numbers of female and faculty from underrepresented groups and diverse backgrounds

STRATEGIC RECRUITMENT PLAN

Successful recruitment entails three aspects. The first two are the primary responsibility of the Department and faculty, whereas the third aspect is constrained by the resources allocated for the position by sources outside the Department.

The Department of Health and Human Performance views the university community as responsible partners for promoting diversity. Although faculty members are important in helping the institution carry out its diversity plans toward retention and recruitment, equal responsibility rests on higher administration in creating a climate conducive to making departmental diversity goals a reality.

A. The identification of qualified racially/ethnically/gender diverse candidates

Improve visibility of Auburn University Department of Health & Human Performance at institutions that produce substantial numbers of female and/or racially/ethnically diverse doctorates, and actively solicit applications from such candidates. Utilize networking and personal contacts with faculty in the department and across campus to identify possible candidates.

Specifically, the departmental plan for the identification of qualified underrepresented candidates includes the following:

1. Advertise in The Chronicle of Higher Education, Affirmative Action Register, Black Issues in Higher Education, and appropriate discipline-based publications;
2. Post position announcement using technology resources and listserves such as NAPEHE;
3. Post position announcement to historically Black institutions;
4. Post position announcement to American Association of University Women;
5. Direct or electronic mail position announcement to similar departments at other universities (our list includes approximately 250 departments of American universities and colleges);

6. Post position prominently on Departmental web page; and
7. Seek applicants from the "Women and Minority Doctoral Directory," Sebastopol, CA;
8. Identify and directly notify female and racially/ethnically diverse faculty and administrators at other universities of the position vacancies in our department.

B. Positive interview experiences for the candidate

The Department of Health and Human Performance will continue to increase sensitivity of the on-campus interview process. The Department will include activities in the on-campus interview process which meet the interests and needs of the applicant, such as facilitating contacts with other faculty from underrepresented groups. Specifically, the positive interview experiences for the candidate include the following:

1. Provide opportunities to interact with departmental faculty and students on both a professional and social basis;
2. Involve the Office of Human Resources in the College of Education and the Office of Minority Advancement;
3. Include Offices of Outreach and Research as appropriate for the position description and interest of the candidate;
4. Include other female and racially/ethnically diverse faculty from the College of Education and the university;
5. Provide community and university employment information and arrange job interviews for spouse, if appropriate.
6. Provide the candidate with specific information about the time course and process for making a final selection and maintain contact with the candidate after the interview.
7. Introduce the candidate to on-campus opportunities designed to assist faculty in meeting promotion and tenure objectives (e.g., Biggio Center for Teaching Excellence, University and College internal grant opportunities, etc.)

C. Competitive position offer for the selected candidate

Request from the Dean of the College of Education that positions be identified as Assistant/Associate Professor in order to increase the pool of candidates. Seek funds supporting the hiring of faculty from underrepresented groups with established records at the senior level.

STRATEGIC RETENTION PLAN - Tenure and Promotion Process

It should be noted that the retention activities are what would typically be done to retain all quality faculty. Successful retention of new faculty requires:

1. Reasonable teaching and service assignments: The new faculty member receives at least one-semester reduction in his or her teaching load in order to facilitate the establishment of a research program. The course(s) taught in the first term are selected to be consistent with the new faculty member's background and experience. These assignments are primarily directed at individuals in their initial faculty appointment. Committee and advising expectations are reduced to a minimum during the first year.
2. Adequate start-up support for research: Start-up funds may vary for beginning faculty as a function of unique needs for equipment or other such research support. When appropriate, other sources of support for research are explored. New faculty receive essential personal computer support for teaching and research.
3. Active positive mentoring from senior faculty: Department and senior faculty are expected to actively facilitate the success of the new hire. A senior faculty member will be appointed as mentor to each new faculty. New faculty are encouraged to seek out and work with senior faculty who share common research interest.
4. Inclusion in the university and local community: Senior faculty will facilitate introductions to racially and/or culturally diverse faculty members and cultural and religious groups in the university and the community.
5. Openness and respect for differences. The Department embraces differing perspectives and modes of interactions, and maintains awareness of fair access to resources and pay equity. The Faculty, Staff, and Students in the HLHP Department are sensitive to subtle and overt forms of racism, sexism, and hostility in the environment that might adversely affect faculty members from underrepresented groups; and will work together to eradicate them.

EVALUATION

The Department will appoint a faculty diversity officer to monitor and evaluate recruitment and retention process on at least an annual basis.

Goal attainment with regard to faculty recruitment will be reviewed following each search.

Search committees will report to the Department head each of the recruitment strategies, and activities used to identify the success of each strategy.

New faculty will be provided the opportunity to submit a report to evaluating mentoring and support services by the Department.

Much of the language and information for this report was obtained from the ELEMENTS OF AN INSTITUTIONAL DIVERSITY PLAN (IDP): RETENTION AND RECRUITMENT;

College of Education Policy Manual and Web site; CCP Faculty Diversity Plan; and the AU Affirmative Action Office .