

Recruitment and Retention
of Minority Administrators
Subcommittee
Report

Recommendations for the Recruiting and Retention of Minority Administrators

Subcommittee on Recruitment and Retention of Minority Administrators

Associate Dean of the School of Law, Willa E. Gibson, Chair
Attorney and University Trustee, Lewis Adkins
Football Head Coach, Thomas Arth
Director of Human Resources Operations & Employment, Lissia Gerber
Dean of the School of Law, C.J. Peters

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I. Introduction

The University should commit to making its campus a more inclusive, welcoming, and diverse environment. That commitment should come with the realization that an institutional change in University culture and climate is required to achieve its diversity goals. The University should reinforce its commitment by allocating the necessary resources to achieve such diversity. “[A] true measure of a university’s commitment to diversity is reflected in the amount of fiscal resources it devotes to the diversity.”¹

II. Findings

Annual Racial and Ethnic Composition of The University of Akron Administrators from 2015 through 2019

The Subcommittee reviewed the racial and ethnic composition of The University of Akron administrators from 2015 to 2019. This information is also outlined in the University’s Affirmative Action Plan. The current composition of minority administrators demonstrates an underutilization of minorities in some University administrator positions during this timeframe.² For example, in four out of the past five fiscal years, the percentage of The University of Akron administrators in Academic Colleges and Administrative Unit Leadership Positions demonstrates an underutilization of minorities as compared to the relevant labor market for those positions.³ In addition, the University has experienced a decrease in the hiring and retention of some minority administrators as compared to the hiring and retention of white administrators, a trend that the University now seeks to redress. The University used the 2006-2010 American

¹ T. Gregory Barrett, Levester Gardner Jr., and L. Carolyn Patterson, *African American Administrators at PWIs: Enablers of and Barrier to Career Success*, 7 Journal of Higher Diversity 242 (2014)[hereinafter Barrett, Gardner, and Pearson, *African American Administrators*].

² The University uses the 80 Percent Rule when determining underutilization.

³ Appendix 1 demonstrates the percentage of current minority administrators as compared to the qualified labor market for each administrator category. Appendix 2 identifies which administrator positions are included in each administrator category. Underutilization is only present in the Academic Colleges and Administrative Unit Leadership Positions.

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Community Survey Statistics for the United States to determine the specialized labor market for University administrator positions.⁴

The percentage of current minority administrators compared to the number of qualified minority administrators in the specialized labor market reveals a statistical disparity for Academic Colleges and Administrative Unit Leadership Positions. During the fiscal year 2019-2020, minorities accounted for 11.1% of administrator positions in the Academic Colleges and Administrative Unit Leadership but represented 18.6% of the relevant labor market. During the fiscal year 2018-2019, minorities accounted for 16.2% of administrator positions in the Academic Colleges and Administrative Unit Leadership but represented 18.5% of the relevant labor market. During the fiscal year 2017-2018, minorities accounted for 10% of administrator positions in the Academic Colleges and Administrative Unit Leadership but represented 20.7% of the relevant labor market. During the fiscal year 2016-2017, minorities accounted for 12.2% of administrator positions in the Academic Colleges and Administrative Unit Leadership but represented 19.6% of the relevant labor market. During the fiscal year 2015-2016, minorities accounted for 10.9% of administrator positions in the Academic Colleges and Administrative Unit Leadership but represented 17.6% of the relevant labor market.⁵

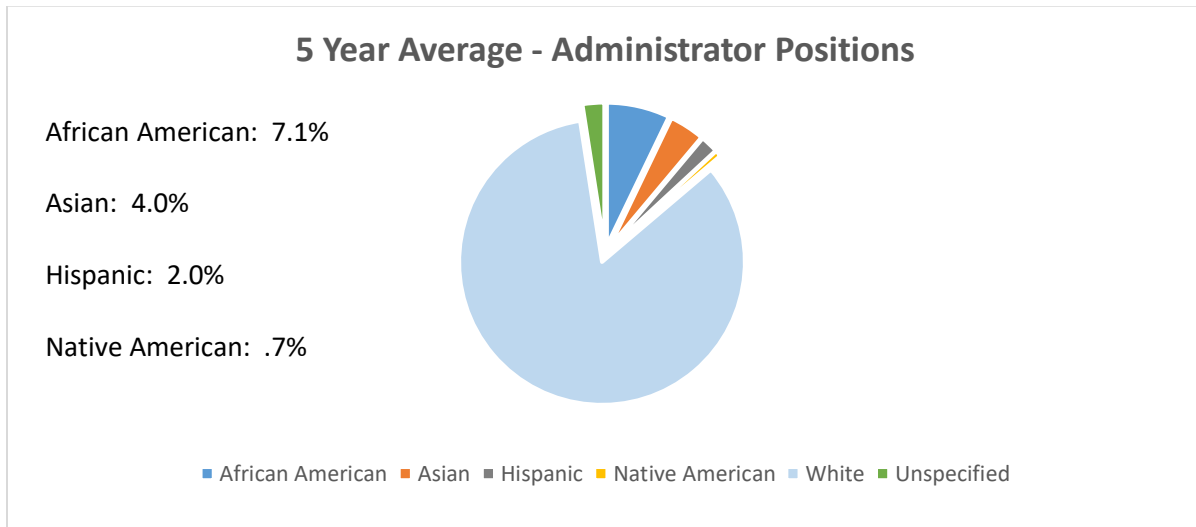
Appendix 2 lists the various University racial and ethnic categorizations employed to classify administrator positions.

⁴ This survey is also used to compile data for The University of Akron Affirmative Action Report.

⁵ See Appendix 1, Minority Composition As Percentage Of Qualified Labor Market.

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The below pie chart illustrates a 5-year average of the University's racial and ethnic composition from 2015 through 2019.



Appendix 3 provides additional tables and pie charts that illustrate a 5-year average of University administrators from 2015 – 2019, by racial and ethnic composition.

The Subcommittee also reviewed internal trends within the University. The largest internal disparity involves African Americans (AA). A review of the number of AA administrators employed at The University of Akron from 2015 through 2019 reveals an inconsistent pattern of intermittent increases and decreases of AA administrators employed. In 2015, 15 AA administrators were employed by the University amounting to 8.1% of the total number of University administrators, which stood at 185; white administrators stood at 83.8% of the 185. By 2019, the number of AA administrators had declined to 10 or 6.2%, and the number of white administrators increased to 87% of the 162 administrators employed that year. Arguably, the overall decline of administrators generally from 2015 through 2019, is consistent with a decline of AA administrators during this period. While the overall number of administrators decreased during this time, the decrease was more noticeable among AA Administrators, as they already held a smaller percentage of administrator positions. For example, even though the number of overall administrators declined from 2017 to 2018, the

number of white administrators increased by 2, from 139 to 141, while the number of AA administrators declined by 4, from 13 to 9.⁶

The below Recruitment and Retention sections recommend various measures the University may take to increase and maintain the number of qualified minority administrators in a proportion reasonably equal to the number of minorities in the qualified labor market.

III. Recommendations

A. ***Introduction***

Research has shown that administrator diversity is a necessary component for the academic and social enrichment of the entire student body, and more specifically, it creates a more welcoming environment for students of color.⁷ There are also numerous benefits that flow from a diverse work environment for other employees and the University. Companies have a much higher chance of coming up with fresh ideas with a more diverse group.⁸ Other benefits flowing from a diverse work group include a larger talent pool, increased employee engagement and trust, new perspectives and innovation, better decision-making, improved performance, stronger business research and profitability.⁹ In one study, the Harvard Business Review found a statistically significant relationship between diversity and innovation outcomes.¹⁰ Another Gartner research study found that inclusive teams improve team performance by up to 30

⁶ See Appendix 3 for data compilation.

⁷ Barrett, Gardner. and Pearson, *African American Administrator*, *supra* note 1, at 236; see Crasha v. Townsend, *Identity Politics: Why African American Women Are Missing in Administrative Leadership in Higher Education*, XX (X)Educational Management Administration & Leadership 4, 11 (2020) [hereinafter *Identity Politics*]; see also Jerlando F. L. Jackson, *Engaging, Retaining, and Advancing African Americans in Executive-Level Positions: A Descriptive and Trend Analysis of Academic Administrators in Higher and Postsecondary Education*, 73 J. of Negro Ed. 5 (2004) [hereinafter Jackson, *Engaging, Retaining, and Advancing African Americans*]; Retention of African American Administrators at Predominately White Institutions: Using Professional Growth Factors to Inform the Discussion [Jerlando F. L. Jackson, 2001] [hereinafter Jackson, *Retention of African American Administrators*].

⁸ *Diversity and Inclusion in the Workplace: Benefits and Challenges*, Kellie Wong (September 14, 2020).

⁹ *Id.*

¹⁰ *How and Where Diversity Drives Financial Performance*, Rocio Lorenzo and Martin Reeves, Harvard Business Review (January 30, 2018).

percent in high-diversity environments.¹¹ Given the research, the positive impacts of diversity and inclusion in the workplace are no longer debatable.¹² Diversity and inclusion among administrators at the University could help to achieve these goals.

Unfortunately, the University's past efforts to increase diversity across all University administrator positions have been unsuccessful. One specific reason these efforts may have been unsuccessful is that colleges and departments often do not budget the necessary departmental funds to advertise positions in areas that are more likely to reach minority populations. Increasing the funds directed toward advertisements more likely to reach these populations could help add to a more diverse candidate pool which, in turn, may add diversity to administrator positions. Additional search training that includes the benefits of diversity and inclusion among the workforce may also lead to a more diverse candidate pool.

Diversification of administrators will require the University to employ comprehensive strategies, programs, and workshops to attract minority administrators and to sustain their employment. Research studies have examined the barriers to, and the enablers of, the success of minority administrators.¹³ To recruit and retain minority administrators, the University should implement programs to eradicate those barriers, and it should develop and promote programs that enable the success of minority administrators.

Research has shown that the barriers to minority administrators' success include: (1) discrimination, as a barrier to career advancement and success; (2) feelings of isolation and separateness; (3) perceptions of prejudice or discrimination; (4) the lack of advancement opportunity; (5) the lack of a career path; (6) the level of compensation and working conditions; and (7) micro-aggressions.¹⁴ The enablers to success for minority administrators include: (1)

¹¹ *Diversity and Inclusion in the Workplace: Benefits and Challenges*, Kellie Wong (September 14, 2020).

¹² *Id.*

¹³ Barrett, Gardner, and Pearson, *African American Administrator*, *supra* note 1, at 236; *see* Townsend, *Identity Politics*, *supra* note 2, 11 (2020); *see also* Jackson, *Retention of African American Administrators*, *supra* note 2. Diversity's Promise for Higher Education: Making it Work DG Smith (2020); The Majority in the Minority: Expanding the representation of Latina/o faculty, administrators and students in higher education J Castellanos, L Jones (2003).

¹⁴ Barrett, Gardner, and Pearson, *African American Administrator*, *supra* note 1, at 236; *see* Townsend, *Identity Politics*, *supra* note 2, at 4, 11; *see also* *Retention of African American Administrators*, *supra* note 2.

“well thought-out and published sets of practices for recruiting and hiring staff of color sending a positive message to potential and current employees¹⁵”; (2) “a campus and community orientation in which [AA administrators] are given an orientation in both the campus and the community in which the college or university [is] located”¹⁶; (3) a network of mentoring relationships; and (4) an evident strong commitment to diversity.¹⁷

The below Retention and Recruitment sections provide recommendations to enable the success of minority administrators and to eradicate the barriers.

B. Recruitment Recommendations

The University should adopt the various measures identified in this section to increase the recruitment of minority administrators. The Subcommittee’s review of internal trends shows the percentage of minority applicants has significantly decreased over the past five years. Again, one reason for this discrepancy might be the limited budgets that colleges and departments have to commit to advertising to specific minority populations. In 2016, the applicant pool was comprised of 51.3% minority candidates, and in 2017 the candidate pool was comprised of 32.6% minority candidates. In contrast, minority candidates only comprised 20.4% of the applicant pool in 2018 and 18.75% of the applicant pool in 2019.¹⁸

A comparison with the relevant labor market also reveals opportunities for some administrator positions. Specifically, in 2019, minority applicants only accounted for 13.37% of the applicant pool for the Academic Colleges and Administrative Unit Leadership Positions but comprised 18.6% of the qualified labor market for the fiscal year 2019-2020. In 2018, minority applicants only comprised 14.28% of the applicant pool for the Academic Colleges and Administrative Unit Leadership Positions, but comprised 18.5% of the qualified labor market for the fiscal year 2018-2019.

¹⁵ Barrett, Gardner, and Pearson, *African American Administrators*, *supra* note 1, at 237.

¹⁶ *Id.* at 236

¹⁷ *Id.* at 236 – 247.

¹⁸ See Appendix 4, Administrator Applicant Data by Racial Composition.

Appendix 4 provides tables that list the racial composition of applicants that applied for administrator positions from 2015 through 2019.

1. Adopt a University Diversity Recruitment Policy

The subcommittee believes this is the most important recruitment recommendation. To the extent permissible by law, the University should adopt a diversity policy devised in the spirit of the NFL's Rooney Rule, which the NFL adopted in 2003 requiring that at least one minority candidate is interviewed for each head coaching job.¹⁹ In 2020, the NFL expanded the application of its rule to ensure at least one diverse candidate in career development.²⁰

In January 2016, the University of Texas implemented system-wide its own version of the "Rooney Rule," which requires that an applicant from an underrepresented group must be part of the "final round of interviews for all senior administrative positions."²¹ In April 2017, the mayor of the City of Pittsburgh implemented a version of the "Rooney Rule," for the recruitment and hiring of persons of color.²²

Appendix 5 is a proposed diversity policy drafted by our subcommittee.

¹⁹ Charlotte Carroll, *What is the Rooney Rule: Explaining the NFL's Diversity Policy for Hiring Coaches*, <https://www.si.com/nfl/2018/12/31/rooney-rule-explained-nfl-diversity-policy> (noting that since its adoption, the rule has been expanding to include general manager jobs).

²⁰ Tray Blunt, *NFL Expands the Rooney Rule to Strengthen Diversity*, <https://nflcommunications.com/Pages/NFL-EXPANDS-ROONEY-RULE-REQUIREMENTS-TO-STRENGTHEN-DIVERSITY.aspx> (noting that the rule requires also that [c]lubs: (1) "must continue best practice recommendation of considering multiple diverse candidates"; (2) "must maintain complete records and furnish to the league upon Commissioner's request"; and (3) "the final decision-maker is involved in the beginning, he/she must be involved through the conclusion of the process."

²¹ Doug Samuels, *The Texas System of Colleges and Universities Have Created Their Own "Rooney Rule*, Brentin Mock; see Caleb Wrong, *UT System implements Rooney Rule* <https://thedailytexan.com/2016/01/29/ut-system-implements-rooney-rule-system-wide-effective-immediately>;

²² Brentin Mock, *Applying the "Rooney Rule" to Cities*, <https://www.bloomberg.com/news/articles/2017-04-20/pittsburgh-adopts-the-rooney-rule-for-city-hiring> (article indicates that the City of Pittsburgh's mayor signed an executive order for a hiring rule that is based off the Rooney Rule to increase diversity and inclusion and equity by requiring the recruitment and hiring of minority candidates in government positions; see Exec. Order No. 2017-6, City of Pittsburgh, April 19, 2017: Advancing Diversity in City Recruitment and Hiring: <https://apps.pittsburghpa.gov/mayorpeduto/4.19.17 - Advancing Diversity in City Recruitment and Hiring.pdf>

2. Promote from Within

The University should devise a system by which it ensures that currently employed minority administrators and faculty, who request and satisfy the job qualifications of an administrative opening, are interviewed for the position. Under such a system, each search committee should document their efforts to identify qualified, internal minority candidates. If a minority candidate is not selected to advance past the first round in the interview process, the search committee or hiring decision-maker will have a well-articulated reason for why the candidate was not selected to move forward. Additionally, candidates who are not selected to fill an open position will receive meaningful feedback to assist the candidates in their career objectives and development.

3. Targeted Recruitment Advertising

The University should advertise its job openings with minority professional organizations that are likely to reach minority candidates. In addition, the University should consider retention of executive search firms specializing in diversity and advertise job openings for administrators.

Appendix 6 provides a table drafted by the subcommittee that provides websites and descriptions of various minority professional organizations that advertise in print and social media; however, the list is not exhaustive.

4. Create Internship Programs

The University should create leadership internship programs within the various colleges, departments, and administrative leadership divisions for minority undergraduate, graduate, and professional students to prepare them for administrative positions within the University.

Appendix 7 provides a template for a rough draft of a minority internship program being developed in the Athletics Department.

5. **Create an Orientation Program**

The University should provide an orientation program that introduces recently hired administrators to the campus and the outside community. This should be done for all recently hired administrators, including minority administrators. Research has found that one enabler of success for minority administrators is a “campus and community orientation in which administrators of color are given an orientation to both the campus and to the community in which the college or university is located.”²³ The subcommittee recommends that the University involve current minority administrators in the planning and conducting of the orientation program to increase the likelihood that the program will be useful for incoming minority administrators.

C. **Retention Recommendations**

The below recommendations can facilitate the success of minority administrators, while concurrently eradicating institutional barriers to their success. Successful retention of minority administrators also will further the goal of effectively recruiting more minority administrators.

1. **Establish Mentorship Programs**

The University should develop mentorship programs for all junior administrators, including minority administrators. Research has shown that establishing mentoring relationships for minority administrators is an important mechanism for both facilitating retention of minority administrators and promoting their professional growth and success.²⁴ Mentorship programs “both facilitate retention of minority students and promote professional development of minority professionals.”²⁵ Strong mentoring relationships assist in eliminating feelings of isolation and separateness as well as perceptions of prejudice.²⁶

²³ Barrett, Gardner Jr., and Patterson, *African American Administrator*, *supra* note 1, at 236.

²⁴ Barrett, Gardner, and Patterson, *African American Administrator* *supra* note 1, at 236.

²⁵ *Id.* at 239.

²⁶ *Id.* at 240.

Same-race mentorships have proven successful when mentors and protégés are matched based on similar characteristics such as race.²⁷ Cross-race mentorships were also proven to be successful, and studies have shown that either form of mentorship is significant to minority administrators overcoming feelings of isolation and differences from their white peers, as well as perceptions of prejudice.²⁸ To be successful, the mentoring program must be commonsensical and well-thought out, and it must provide for consistent mentoring opportunities where mentors take affirmative steps throughout the school year to support their mentees and to assist them with their professional development. Further, studies have shown that minority mentorship programs can, on average, boost the representation of black, Hispanic, and Asian-American women, and Hispanic and Asian-American men, by 9% to 24%.²⁹ Mentorship programs for minorities have proven effective.

For example, as a result of a settlement, the Coca-Cola Corporation, with guidance from a court-appointed external task force, implemented recruitment and mentoring initiatives for professionals and middle managers, working specifically toward measurable goals for minorities.³⁰ Top leaders helped to recruit and mentor, and talent-sourcing partners were required to broaden their recruitment efforts. According to the CEO, after just five years, 80% of all mentees had climbed at least one rung in management.³¹ For example, while African Americans and Hispanics respectively made up 12% and 4.9% of professionals and middle managers in 2002, just four years later those figures had risen to 15.5% and 5.9%.³²

Appendix 8 provides sources and services the University can employ to devise an effective mentoring program.

²⁷ *Id.*

²⁸ *Id.*

²⁹ Why Diversity Programs Fail and What Works Better, Harvard Business Review, Frank Dobbin & Alexandra Kalev.

³⁰ *Id.*

³¹ *Id.*

³² *Id.*

2. *Establish Networking Opportunities*

Studies have shown that providing minority administrators with networking opportunities facilitates retention of minority administrators.³³ One research study showed that AA females who had senior-level positions in higher education indicated that . . . special leadership programs [served] as coping mechanisms.³⁴

Affiliations with outside organizations with same-race membership or cross-race membership can provide minority administrators with networking and professional development opportunities.³⁵ The University can create these opportunities by providing all administrators with the necessary resources to join professional organizations, including minority-focused organizations, and with travel money to participate in conferences held by those organizations. Affiliations with such organizations give administrators access to leadership and professional certificate programs, both of which can enhance their career development. Also, providing administrators funding to promote and showcase their scholarship activities will enhance their reputations, thereby providing further opportunities for networking.

Appendix 9 provides a table listing suggested minority organizations, which could provide networking opportunities for minority administrators. The list is not exhaustive. The table identifies the organizations, their mission, and the cost of membership (when provided). Studies have shown that providing networking opportunities with organizations whose members share the same race and/or discipline has provided minority administrators with professional development and career opportunities.³⁶

³³ Barrett, Gardner, and Patterson, *African American Administrator* *supra* note 1, at 236. ; *see also* Townsend, *Identity Politics*, *supra* note 2, at 11.

³⁴ Jackson, *Engaging, Retaining, and Advancing African*, *supra* note 2, at 6.

³⁵ Barret, Gardner, and Patterson, *African American Administrators* *supra* note 1, at 240; *see Retention of African American Administrators*, *supra* note 1, at 240.

³⁶ *Id.*

3. **Establish a Minority Administrators' Organization on Campus**

The University should encourage minority administrators to establish an on-campus organization whose mission would be to support and mentor administrators and perhaps other employees. The University should allocate resources to assist in its formation and operations. The University of South Dakota has an organization that is “dedicated to building community among faculty and staff of color.”³⁷ The University should encourage minority administrators at the University to form such a group.

Some potential activities in which such a committee could engage include (1) creating a consortium comprised of Northeast Ohio minority administrators, who meet twice yearly to present papers discussing minority issues; and (2) partnering with preeminent minority organizations, colleges, and universities nationwide to sponsor job fairs to be held at the University for recruitment of minority administrators.

4. **Recruitment as an Effective Retention Plan**

The above Recruitment section discusses methods the University can employ to increase recruitment of minority administrators. Some researchers have argued that “[b]y increasing the number of African Americans who will be on campus for longer times (i.e. faculty and administrators) . . . will help ‘warm’ the ‘chilly’ climate and attract more African Americans.”³⁸ This same sentiment holds true for all minorities.

5. **Promotions in Areas Other than Diversity**

Literature on AA administrators indicates that most AA administrators “assume administrative positions that have direct connections with the diversity mission of the

³⁷ University of South Dakota has such a committee comprised of a multiplicity of groups and areas of the university: <https://www.usd.edu/diversity-and-inclusiveness/campus-diversity-committees>.

³⁸ Jackson, *Retention of African American Administrators*, *supra* note 2, at 5.

university.”³⁹ The literature indicates that “the peripheral nature of [a diversity-related] position to the university’s mission makes not only the experience limited, but also they have been valued less by ‘mainstream’ academic administration.”⁴⁰ As such, the University should ensure that minority employees are considered for promotions in all areas of University operations, not just functions that focus on diversity or related issues.

6. Diversity and Inclusion Training Programs

Research has shown that barriers to minority administrator success include perceptions of prejudice, lack of cultural agility, glass cliff issues, and the presence of racial micro-aggressions in the workplace.⁴¹ The University should seek either online or in-person diversity training workshops for its administrators to increase their awareness of, and sensitivity to their micro-aggressions, possible prejudice, glass cliff issues, and the lack of cultural agility in the workplace.

Appendix 10 provides a list of a few companies that provide diversity training to businesses and organizations. The University may also have in-house resources to support training programs, including in the HR department and at the School of Law.

7. Create Internships within the University

See Recruitment Section (b) (4). It provides information about the creation of an internship position, and it references Appendix 7, which is a rough draft of a minority internship position the Athletics Department is currently developing.

Conclusion

Despite good intentions, to date the University has not succeeded in attracting and retaining significant numbers of minority administrators at all levels of University operations. Unsatisfactory results require a new strategy. We recommend that the University proactively

³⁹ *Id.* at 7.

⁴⁰ *Id.*

⁴¹ Townsend, *Identity Politics*, *supra* note 2, at 4, 11.

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and aggressively seek to recruit minority administrators and to welcome, mentor, and develop them once they are here. While this strategy is multifaceted, it begins with a commitment to seek out and recruit minority candidates at the position search stage. The University should require that all searches for administrative positions include at least one qualified minority candidate unless a compelling reason exists for not doing so. This will require the investment of financial and personnel resources to identify, communicate to, and attract minority candidates and to advise, assist, and oversee position searches. Resources also will be necessary for a number of other steps recommended in this report. Only by making these resource and policy commitments can The University of Akron claim its place as a national leader in advancing true diversity, inclusion, and equity.

APPENDIX 1—MINORITY COMPOSITION AS PERCENTAGE OF QUALIFIED LABOR MARKET

	2019 - 2020	2018 – 2019	2017 - 2018	2016 - 2017	2015 – 2016
1101					
Percentage	22.2	20	17.6	26.3	22.7
Labor Market	18.5	20.9	18.5	21.1	19.5
Underutilized	No	No	No	No	No
1102					
Percentage	11.1	16.2	10	12.2	10.9
Labor Market	18.6	18.5	20.7	19.6	17.6
Underutilized	Yes	No	Yes	Yes	Yes
1103					
Percentage	10.2	10.4	16.3	13.6	9.6
Labor Market	10.2	10.1	10	9.7	21.6
Underutilized	No	No	No	No	Yes
Sources	2006 - 2010 American Community Survey (Residence Table R1) Statistics for US				

APPENDIX 2—CLASSIFICATION OF ADMINISTRATIVE POSITIONS

Labeling administrative position according to the Equal Employment Opportunity Jobs Group classification, The University of Akron (University) leadership positions consist of the following categories⁴²:

1101 Academic Colleges & Administrative Senior-Leadership Positions:

- a. The President;
- b. Senior Vice President & Provosts;
- c. Vice Presidents; and
- d. Deans.

1102 Academic Colleges & Administrative Unit Leadership Positions:

- a. Associate and Assistant Vice Presidents;
- b. Associate Deans; and
- c. Executive Directors.

1103 Academic & Administrative Department Leadership Positions:

- a. Department Chairs;
- b. School Directors;
- c. Administrative Department Directors; and
- d. Administrative Department Manager.

⁴² The positions that are included in job codes 1101, 1102 and 1103 are from the University Affirmative Action Plan.

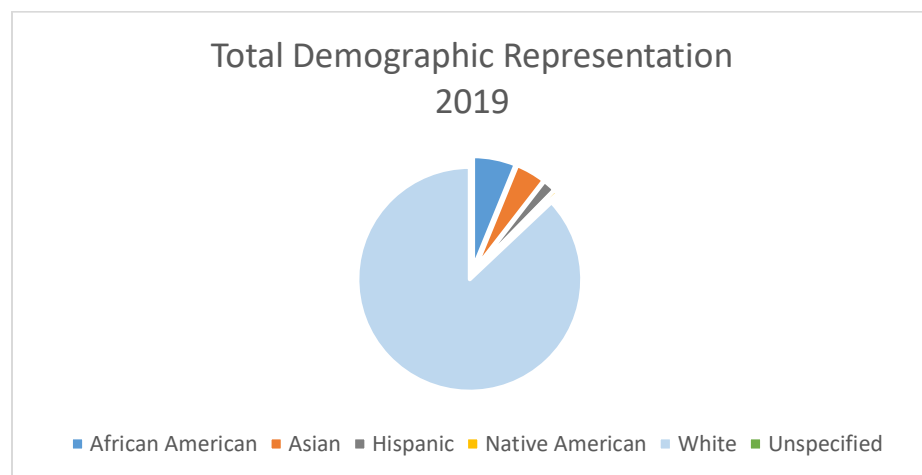
APPENDIX 3 – EMPLOYMENT DATA FOR UNIVERSITY ADMINISTRATOR POSITIONS

Five-year average

	African American	Asian	Hispanic	Native American	White	Unspecified	
2019	10	7	3	1	141	0	162
	6.2%	4.3%	1.9%	0.6%	87.0%	0.0%	
2018	9	8	4	2	141	1	165
	5.5%	4.8%	2.4%	1.2%	85.5%	0.6%	
2017	13	8	3	1	139	8	172
	7.6%	4.7%	1.7%	0.6%	80.8%	4.7%	
2016	14	6	3	1	140	7	171
	8.2%	3.5%	1.8%	0.6%	81.9%	4.1%	
2015	15	5	4	1	155	5	185
	8.1%	2.7%	2.2%	0.5%	83.8%	2.7%	
5 Year Average	7.1%	4.0%	2.0%	0.7%	83.7%	2.5%	855

	2015	2016	2017	2018	2019
African American	8.1%	8.2%	7.6%	5.5%	6.2%
Asian	2.7%	3.5%	4.7%	4.8%	4.3%
Hispanic	2.2%	1.8%	1.7%	2.4%	1.9%
Native American	0.5%	0.6%	0.6%	1.2%	0.6%

Employment Data for Administrator Positions from 2015 through 2019



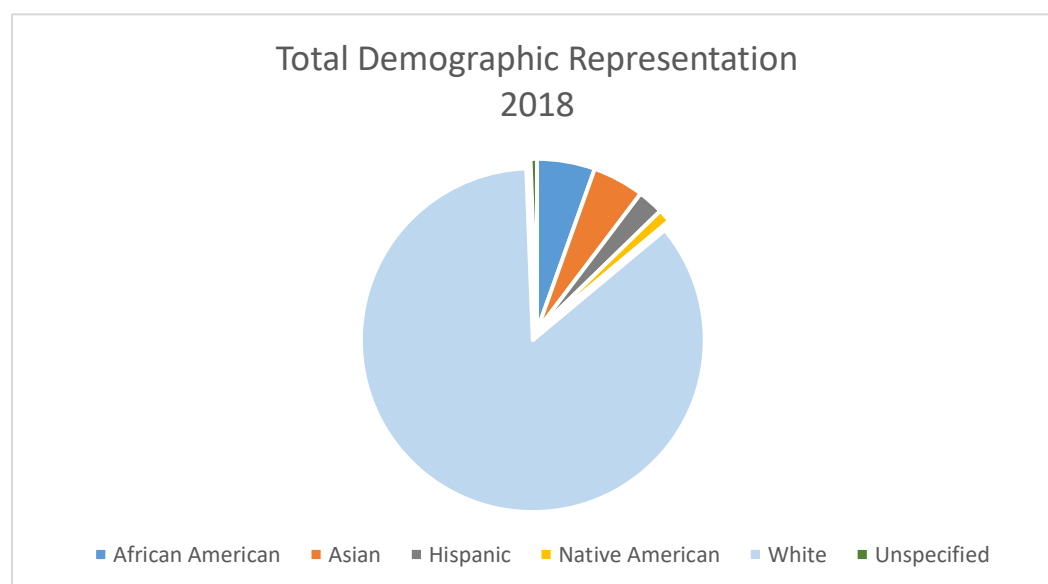
2019							
	African American	Asian	Hispanic	Native American	White	Unspecified	
1101⁴³	0	2	0	1	15	0	18
	0.0%	11.1%	0.0%	5.6%	83.3%	0.0%	
1102⁴⁴	5	0	0	0	28	0	33
	15.2%	0.0%	0.0%	0.0%	84.8%	0.0%	

⁴³ Section 1101 refers to the following academic colleges & administrative senior-leadership positions: (1) President; (2) Senior Vice President & Provosts; (3) Vice Presidents; and (4) Deans. The data in Appendix 3 differs from the University Affirmative Action Plan as Section 1101 is defined more broadly herein to include relevant University positions.

⁴⁴ Section 1102 refers to the following academic colleges & administrative unit leadership positions: (1) Associate and Assistant Vice Presidents; (2) Associate Deans; and Executive Directors. The data in Appendix 3 differs from the University Affirmative Action Plan as Section 1102 is defined more broadly herein to include relevant University positions.

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1103 ⁴⁵	4	1	1	0	65	0	71
	5.6%	1.4%	1.4%	0.0%	91.5%	0.0%	
Academic Department Chairs	1	4	2	0	33	0	40
	2.5%	10.0%	5.0%	0.0%	82.5%	0.0%	
Totals	10	7	3	1	141	0	162
	6.2%	4.3%	1.9%	0.6%	87.0%	0.0%	



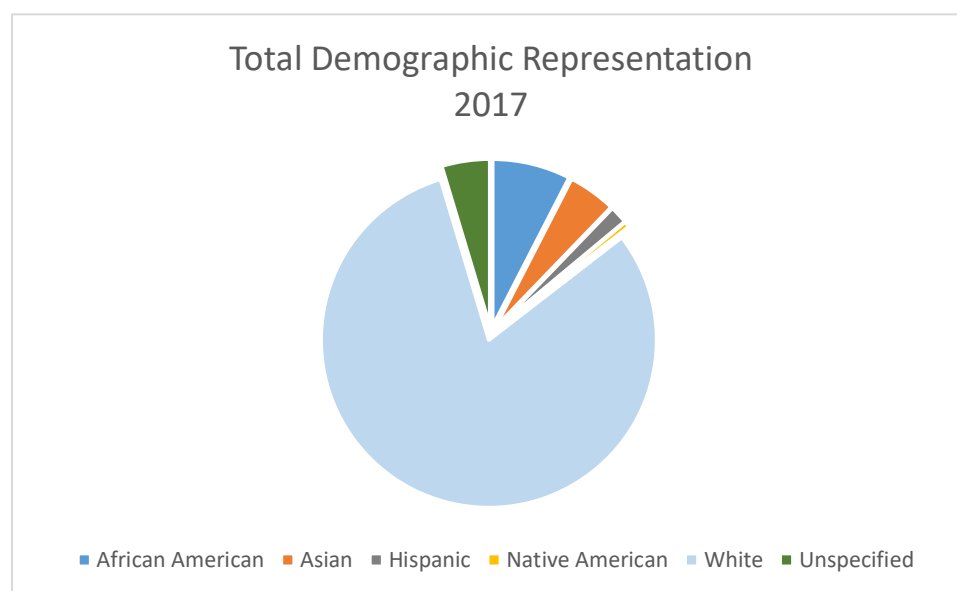
2018

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	0	3	0	0	14	0	17
	0.0%	17.6%	0.0%	0.0%	82.4%	0.0%	
1102	5	0	0	2	31	0	38
	13.2%	0.0%	0.0%	5.3%	81.6%	0.0%	

⁴⁵ Section 1103 refers to the following academic administrative department leadership positions: (1) Department Chairs; (2) School Directors; (3) Administrative Department Directors; and (4) Administrative Department Managers. The data in Appendix 3 differs from the University Affirmative Action Plan as Section 1103 is defined more broadly herein to include relevant University positions.

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1103	3	1	1	0	67	1	73
	4.1%	1.4%	1.4%	0.0%	91.8%	1.4%	
Academic Department Chairs	1	4	3	0	29	0	37
	2.7%	10.8%	8.1%	0.0%	78.4%	0.0%	
Totals	9	8	4	2	141	1	165
	5.5%	4.8%	2.4%	1.2%	85.5%	0.6%	



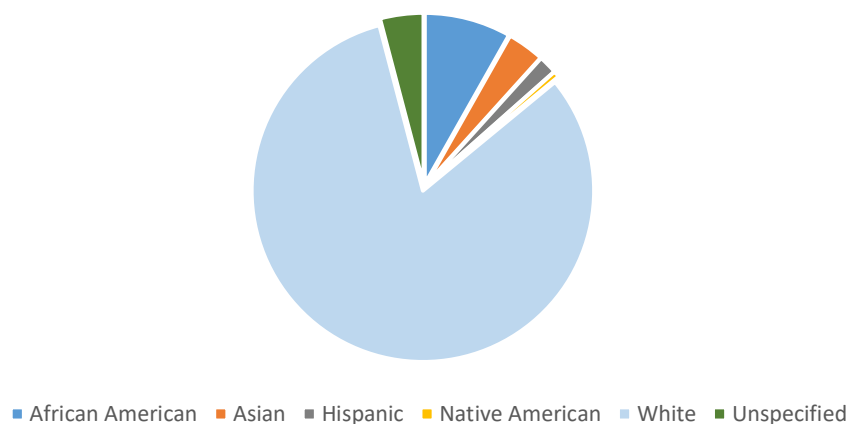
2017

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	1	2	0	0	15	0	18
	5.6%	11.1%	0.0%	0.0%	83.3%	0.0%	
1102	4	0	0	1	36	1	42
	9.5%	0.0%	0.0%	2.4%	85.7%	2.4%	
1103	6	2	1	0	62	6	77
	7.8%	2.6%	1.3%	0.0%	80.5%	7.8%	

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Academic Department Chairs	2	4	2	0	26	1	35
	5.7%	11.4%	5.7%	0.0%	74.3%	2.9%	
Totals	13	8	3	1	139	8	172
	7.6%	4.7%	1.7%	0.6%	80.8%	4.7%	

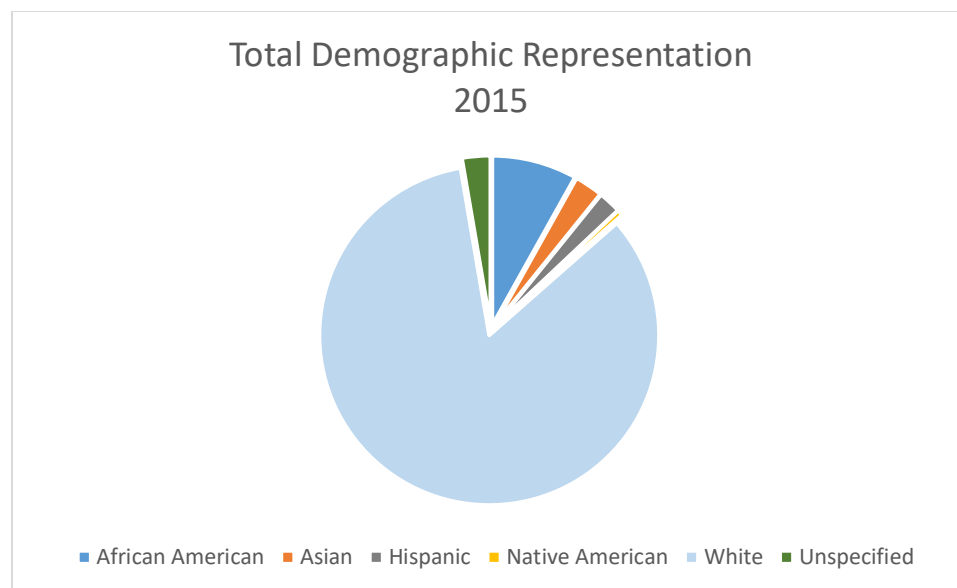
Total Demographic Representation
2016



2016

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	2	2	1	0	19	0	24
	8.3%	8.3%	4.2%	0.0%	79.2%	0.0%	
1102	5	0	0	1	32	0	38
	13.2%	0.0%	0.0%	2.6%	84.2%	0.0%	
1103	5	1	0	0	65	6	77
	6.5%	1.3%	0.0%	0.0%	84.4%	7.8%	
Academic Department Chairs	2	3	2	0	24	1	32
	6.3%	9.4%	6.3%	0.0%	75.0%	3.1%	
Totals	14	6	3	1	140	7	171
	8.2%	3.5%	1.8%	0.6%	81.9%	4.1%	

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2015

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	2	2	1	0	16	0	21
	9.5%	9.5%	4.8%	0.0%	76.2%	0.0%	
1102	4	0	0	1	42	0	47
	8.5%	0.0%	0.0%	2.1%	89.4%	0.0%	
1103	7	0	0	0	70	4	81
	8.6%	0.0%	0.0%	0.0%	86.4%	4.9%	
Academic Department Chairs	2	3	3	0	27	1	36
	5.6%	8.3%	8.3%	0.0%	75.0%	2.8%	
Totals	15	5	4	1	155	5	185
	8.1%	2.7%	2.2%	0.5%	83.8%	2.7%	

APPENDIX 4—ADMINISTRATOR APPLICANT DATA BY RACIAL COMPOSITION

2019

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	7	7	1	0	41	6	62
1 opening	11.3%	11.3%	1.6%	0.0%	66.1%	9.7%	
1102	18	2	3	0	133	16	172
1 opening	10.5%	1.2%	1.7%	0.0%	77.3%	9.3%	
1103	4	13	1	1	43	8	70
3 openings	5.7%	18.6%	1.4%	1.4%	61.4%	11.4%	
Totals	29	22	5	1	217	30	304
	9.5%	7.2%	1.6%	0.3%	71.4%	9.9%	

2018

	African American	Asian	Hispanic	Native American	Pacific Islander	White	Unspecified	
1101	10	12	2	0	0	59	6	89
2 openings	11.2%	13.5%	2.2%	0.0%	0.0%	66.3%	6.7%	
1102	1	0	0	0	0	6	0	7
3 openings	14.3%	0.0%	0.0%	0.0%	0.0%	85.7%	0.0%	
1103	6	1	2	2	1	70	3	85
4 openings	7.1%	1.2%	2.4%	2.4%	1.2%	82.4%	3.5%	
Totals	17	13	4	2	1	135	9	181
	9.4%	7.2%	2.2%	1.1%	0.6%	74.6%	5.0%	

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2017

	African American	Asian	Hispanic	Native American	Pacific Islander	White	Unspecified	
1101	20	19	8	1	1	83	9	141
8 openings	14.2%	13.5%	5.7%	0.7%	0.7%	58.9%	6.4%	
1102	1	5	0	1	0	19	0	26
1 opening	3.8%	19.2%	0.0%	3.8%	0.0%	73.1%	0.0%	
1103	19	3	1	0	0	48	4	75
2 openings	25.3%	4.0%	1.3%	0.0%	0.0%	64.0%	5.3%	
Totals	40	27	9	2	1	150	13	242
	16.5%	11.2%	3.7%	0.8%	0.4%	62.0%	5.4%	

2016

	African American	Asian	Hispanic	Native American	Pacific Islander	White	Unspecified	
1101	0	0	0	0	0	0	0	0
0 openings								
1102	77	3	8	2	0	58	6	154
4 openings	50.0%	1.9%	5.2%	1.3%	0.0%	37.7%	3.9%	
1103	5	1	0	0	1	27	1	35
1 opening	14.3%	2.9%	0.0%	0.0%	2.9%	77.1%	2.9%	
Totals	82	4	8	2	1	85	7	189
	43.4%	2.1%	4.2%	1.1%	0.5%	45.0%	3.7%	

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2015

	African American	Asian	Hispanic	Native American	White	Unspecified	
1101	32	13	3	0	124	27	199
8 openings	16.1%	6.5%	1.5%	0.0%	62.3%	13.6%	
1102	12	8	1	0	76	6	103
2 openings	11.7%	7.8%	1.0%	0.0%	73.8%	5.8%	
1103	9	0	2	0	78	13	102
6 openings	8.8%	0.0%	2.0%	0.0%	76.5%	12.7%	
Totals	53	21	6	0	278	46	404
	13.1%	5.2%	1.5%	0.0%	68.8%	11.4%	

APPENDIX 5—PROPOSED DIVERSITY POLICY

Proposed University Diversity Policy

Preface

Diversity and inclusion in University administrator positions will help enrich, both socially and academically, the University, its students and the communities it serves. Central to the University providing a diverse and inclusive campus environment is the creation of targeted rules, practices, and policies devised to recruit an increased number of qualified minority administrators. The diversity policy herein is intended to ensure that the various University colleges, departments, and administrative units devise and implement the policies and practices necessary to increase the number of minority administrators the University recruits.

1) Diversity Requirement for Administrative Searches

- a) Every search for an administrator position shall include at least one qualified minority candidate. If a minority candidate is not selected to advance past the first round in the interview process, the search committee or hiring decision-maker will have well-articulated reasons for why the candidate was not selected to move forward. The search committee shall provide minority candidate(s) that meet the minimum qualifications for a position and are not selected, with meaningful feedback to assist the candidate in their career objectives and development.
- b) The University shall develop policies and practices to achieve the mandate stated in section (a) above. Each college, department, and senior and administrative leadership unit [hereinafter referred to collectively as “units”] shall develop any additional policies and practices necessary to achieve this mandate within that unit, provided that such policies and practices shall be consistent with University-wide policies.

2) Human Resource Department

- a) The Human Resources Department (Department) and the appropriate University departments shall assist units in creating and implementing purposeful policies and practices that ensure the recruitment of minority candidates for all open administrator positions.

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- b) The Department or Office, in conjunction with the University's EEO/AA Office, shall evaluate each search to determine whether a unit has complied with section (2).
- c) The Department or Office shall develop a uniform standard by which to measure each unit's compliance with section (2).

3) Creation of a Diversity Committee

- a) The University shall create a Diversity Committee to assist and advise the units, the Human Resources Department, and the Office of Inclusion and Equity (OIE) in creating and implementing University policies and practices relating to diversity and inclusion.
- b) The Committee shall be appointed by the President.
 - i) The Committee shall be comprised of at least 7 members, all of which are either junior or senior administrators.
 - ii) Each member shall serve for at least two academic years.
 - iii) The Committee shall advise and assist HR/EEO and OIE in developing general policies and practices for recruiting diverse candidates.
 - iv) The Committee shall assist colleges, departments, and administrative leadership divisions in establishing their policies and practices for recruiting diverse administrators.
 - v) The Committee shall report to the President.
- 4) The University shall make every effort to allocate the necessary resources to its colleges, departments, and administrative units to ensure compliance with this policy.
- 5) The University shall make every effort to allocate the resources each college, department, administrative leadership division, and the Diversity Committee needs to ensure compliance with this policy.
- 6) The Diversity Policy will take effective immediately.

APPENDIX 6—TARGETED ADVERTISING SOURCES

Organization	Description	Cost
<p>The National Association of Black Accountants https://www.nabainc.org/membership</p>	<p>The National Association of Black Accountants (NABA, Inc.), is a nonprofit membership association dedicated to bridging the opportunity gap for black professionals in the accounting, finance and related business professions. Representing more than 200,000 black professionals in these fields, NABA advances people, careers, and the mission by providing education, resources, and meaningful career connections to both professional and student members, fulfilling the principle of our motto: <i>Lifting As We Climb</i>.</p>	<p>Professional Member.....\$200 Academia (Faculty).....\$115</p>
<p>Black Women Studies Association https://www.blackwomensstudies.com/about-us</p>	<p>The Black Women’s Studies Association is a professional organization dedicated to scholars engaged in research about black women.* This organization is for scholars at all stages of their careers, whether they be undergraduate students, graduate students, independent scholars, adjunct professors, postdoctoral fellows, professors, and scholars with alternative academic careers. The BWSA is an interdisciplinary and multidisciplinary organization that welcomes various methodological approaches to studying black women’s experiences, histories, politics, literature, and more.</p> <p>Once the inaugural executive board is established, they will create initiatives that will allow members to:</p> <ul style="list-style-type: none"> • Present at BWSA conferences • Join committees (i.e. conference planning; 	<p>Membership dues from \$10.00</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Hold leadership positions • Vote for BWSA officers and on BWSA business • Have your books and articles featured in our newsletter • Be featured as a Saturday Scholar Spotlight on our blog

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	<p>book/article awards; graduate student prizes)</p> <ul style="list-style-type: none"> • Participate in writing accountability groups • Participate in a mentorship program • Access a member directory 	
The African American Intellectual History Society (AAIHS), https://www.aaihs.org/about/	The African American Intellectual History Society (AAIHS) is a scholarly organization that aims to foster dialogue about researching, writing, and teaching black thought and culture. AAIHS “provide[s] a space for scholars in disparate fields to discuss the many aspects of teaching and researching Black intellectual history.”	<p>AAIHS Annual Membership \$40.00 per Year.</p> <p>AAIHS Life Membership \$450.00 now.</p>
Minorities in Agriculture, Natural Resources, and Related Sciences https://www.manrrs.org/who-we-are	Our Mission at MANRRS is to promote academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences.	Yearly Dues: \$75.00
National Black MBA Association, https://careersuccess.nbmbaa.org/employers/	Premier business association serving Black professionals. Providing extensive networking and support systems; annual conferences.	Yearly Dues: \$150
National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, https://www.nobcche.org/career-center	<i>“The history of the founding of NOBCCChE is a record of our past. It is a record of how a group of individual African-American chemists and chemical engineers came together to create an organization to promote the professional advancement and development of Black chemists and chemical engineers in this country.”</i>	? Not provided on Website

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<p>National Society of Black Engineers, https://www.nsbe.org/home.aspx</p>	<p>“With more than 500 chapters and nearly 16,000 active members in the U.S. and abroad, the National Society of Black Engineers (NSBE) is one of the largest student-governed organizations based in the United States. NSBE, a 501(c)(3) nonprofit organization founded in 1975, supports and promotes the aspirations of collegiate and pre-collegiate students and technical professionals in engineering and technology. NSBE’s mission is <i>"to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."</i></p> <p>NSBE offers its members leadership training, professional development activities, mentoring, career placement services, community service opportunities and more. NSBE comprises 515 active chapters — 288 collegiate, 82 professional and 145 pre-collegiate — located in six geographic regions. NSBE is governed by an executive board of college students and engineering professionals and is operated by a professional staff at its World Headquarters, located in Alexandria, Va.</p>	<p>Yearly Dues: \$50</p>
<p>The National Registry of Diverse & Strategic Faculty, https://www.theregistry.ttu.edu/Default.aspx</p>	<p>Established in 1985, with over 2,000 open faculty positions posted last year and more than 1,700 diverse candidates, The REGISTRY is the premier national database of diverse & strategic faculty sponsored by a major university. The REGISTRY is committed to connecting the most diverse and qualified pool of candidates to colleges and universities around the country. The National Registry of Diverse & Strategic Faculty (The</p>	<p>Subscription Cost: Total student enrollment greater than 15,000: \$1000</p>

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	REGISTRY) connects institutions of higher education with diverse faculty candidates. Most recently, Texas Tech University, our host institution, was awarded Insight into Diversity's Higher Education Excellence in Diversity (HEED) Top Colleges for Diversity and was named a "Champion of Diversity."	
Journal of Blacks in Higher Education, https://www.jbhe.com/	JBHE is dedicated to the conscientious investigation of the status and prospects for African Americans in higher education	\$295 for 60 days \$395 for 90 days
Academic Diversity Search, Inc., https://www.academicdiversitysearch.com/	Academic Diversity Search, Inc. (ADS) is a nationwide employment resource specializing in connecting women and minorities with academic institutions that truly value diversity. Our expertise is in identifying highly skilled professionals who possess the experience, academic credentials and commitment necessary for enhancing faculty, administrative, executive, scientific and technical staffs. Leveraging the experience and success of over a dozen years of diversity recruitment, ADS is dedicated to providing the perfect vehicle for candidates and employers to connect with each other.	Contact information for job postings found on the website.
The job site of <i>Diverse: Issues in Higher Education</i> . https://jobs.diversejobs.net/	It is a trusted source for diverse job seekers! Colleges, universities, and higher education recruitment agencies in the US, Canada, and across the globe turn to us to reach a larger and more concentrated pool of qualified diverse candidates - reaching the "ideal" candidate is our specialty.	Contact information for job postings found on the website.
HBCU Network.com, http://hbcunetwork.com/	Historically Black Colleges and Universities (HBCUs) were established starting in the 1800s, in order to provide higher education opportunities for otherwise oppressed African-Americans.	Contact information for job postings found on the website.
National Association of African Americans in Human Resources, https://careerconnection.naaahr.org/	Recruitment company finding jobs for African Americans in Human Resources.	Contact information for job postings found on the website.

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Association of Black Psychologists, https://careercenter.abpsi.org/	Recruitment organization in which one its specialties in academia.	Contact information for job postings found on the website.
National Association of Black Social Workers, https://www.nabsw.org/page/MembershipInquiries	Professional organization comprised of black social workers.	Contact information for job postings found on the website.
National Association of Latino Arts and Cultures	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
Asian American Arts Alliance	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
Prospanica	Recruitment organization which specializes in Latinx professionals.	Contact information for job postings is on the website.
National Association of Hispanic Journalists	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
Asian American Journalists Association	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
National Asian Peace Officers' Association	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
National Latino Peace Officers Association	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
American Society of Hispanic Economists	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
Society of Hispanic Professional Engineers	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
National Action Council for Minorities in Engineering	Professional organization comprised largely of individuals of color	Contact information for job postings is on the website.
Society of Asian Scientists and Engineers	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
American Indian Science and Engineering Society	Professional organization comprised largely of individuals in the Native American community	Contact information for job postings is on the website.
MAES - Latinos in Science and Engineering	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
Hispanic Outlook on Education	Recruitment organization which focuses on academia.	Contact information for job postings found on the website.

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Insight into Diversity	Recruitment organization which focuses on candidates of color.	Contact information for job postings found on the website.
Asian MBA	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
National Black Nurses Association	Professional organization comprised largely of individuals in the African American community	Contact information for job postings is on the website.
National Association of Hispanic Nurses	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
National Society of Black Physicists	Professional organization comprised largely of individuals in the African American community	Contact information for job postings is on the website.
National Society for Hispanic Physicists	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
Asian American Psychological Association	Professional organization comprised largely of individuals in the Asian American community	Contact information for job postings is on the website.
National Latinx Psychological Association	Professional organization comprised largely of individuals in the Latinx community	Contact information for job postings is on the website.
American Indian and Alaska Native Society of Indian Psychologists	Professional organization comprised largely of individuals in the Native American community	Contact information for job postings is on the website.

APPENDIX 7 – MINORITY INTERNSHIP PROGRAM

The University of Akron
Ethnic and Minorities
Sports Internship Opportunity Initiative Guidelines



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Guidelines

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MISSION AND PURPOSE

The University of Akron would like the implementation of a minority sports internship program. This program is designed to provide financial assistance to the school's athletic programs with the commitment to enhancing ethnic minority and gender representation in entry-level, intercollegiate athletics administrative positions.

Employers in the modern workforce recognize the value of diverse perspectives in their workplaces because they foster innovation and new ideas. In fact, recruiting, developing, and retaining employees with an array of experiences and characteristics is key for fostering a workplace that attracts top talent. Diversity on the inside also ensures that programs, products, and/or policies are accessible and culturally appropriate for more targeted audiences on the outside. Because incorporating all aspects of diversity, including disability, can increase a company's overall market share, having an inclusive workplace is also an important strategy for the schools business success in the global economy.

Entry-level coaching and administrative positions should include exposure to a variety of the following areas: Academic support services; Equipment Operations; Facilities; Marketing; Ticket Office Operations; Strategic planning; budget management; fundraising; campus and NCAA compliance; sport oversight; student-athlete welfare issues and initiative; sports medicine; academics; diversity and inclusion initiatives; and staff oversight/management.

Often times an internship is the ideal fit for an individual and employer. An internship is any carefully monitored meaningful learning experience in which an individual has intentional professional goals and reflects actively on what he or she is accomplishing throughout the experience. Developing an internship program is an excellent strategy for investing in your organization's future successes, often leading to discovering future colleagues and leaders.

Internships will:

- Include developing intentional learning objective goals that are structured into the experience and supervised by a professional with relevant and related background in the field.
- Promote academic, career and/or personal development.
- Include learning objectives, observation, reflection, and evaluation.
- Balance the intern's learning goals with the organization's needs.
- Involve industry related and soft skill development.
- Provide an adequate supervision in a reasonably safe environment with the necessary tools to perform the learning goals agreed upon for the duration of the internship.

An Internship is not:

- Free help.
- Meant to replace an employee.
- More than 20% busy work (filing, covering phone, errands).

How does the University of Akron benefit from the Minority Internship program?

One of the more significant advantages to providing internships is the opportunity to select and develop your future talent. With the country's high focus for more diversity and inclusion, we can help provide assistance for minorities to have access to entry level jobs which traditionally they would not. We also have the unique opportunity to evaluate and screen potential employees prior to making a full-time position offer, which leads to financial savings. Employers have reported converting more than half of eligible interns into full-time hires. If hired in a permanent position, previous interns assimilate faster to their new roles and have shorter learning curves than external hires.

Interns can:

- Provide freedom for professional staff to pursue creative or more advanced projects.
- Bridge the gap between minority students and faculty/staff.
- Increase staff retention rate.
- Assist an organization in application of the latest strategies and techniques in the field.
- Maintain connections with colleges and increase visibility on campus.
- Promote community involvement /excellent public relations tool.
- Recruit other students and generate enthusiasm.
- Create awareness of the field for future hires.
- Give back to the community by teaching the prospective work force.

ELIGIBILITY CRITERIA OF THE HIRED INTERN

Prospective interns must be an active University of Akron student or must have a bachelor's degree from another institution. In order to be approved for and to receive funding, Recipients must hire a candidate who self identifies as an ethnic minority and/or a female.

For the purposes of the grant, racial ethnic minorities are described pursuant to federal guidelines as below:

1. American Indian or Alaskan Native (not Hispanic or Latino): A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. Asian (not Hispanic or Latino): A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
3. Black or African American (not Hispanic or Latino): A person having origins in any of the black racial groups of Africa.
4. Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
5. Native Hawaiian or Other Pacific Islander (not Hispanic or Latino): A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

Finally, a recipient may not receive more than one University of Akron Ethnic Minority and Internship at any one time.

ADMINISTRATION AND BUDGET

The program is administered by the University of Akron governance and leadership development

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staff. Administrative duties of the office staff, in collaboration with the minority internship selection committee include: review of proposals and selection of recipients; annual reporting; evaluation of whether the funding is fulfilling its mission and purpose; approval of any modifications to the minority internship guidelines; and development of orientation programming. Budget can be subject to available funding from University sources.

FUNDING OVERVIEW

Funding for the minority internship initiative could be provided from a number of sources including but not limited to:

1. fundraising,
2. local, state and national grants,
3. corporate sponsorships and
4. private donors.

TIMELINE

The call for minority internship proposals will be on an annual basis. Internship funds can be used from July 1 – June 31 of the following year.

Proposals will be reviewed annually in May, with the announcement of selections being made in mid-June.

Contracts will be dispersed to selected recipients in late-June and funding will be dispersed to each department annually in July.

CALL FOR PROPOSALS

All proposal materials must be successfully submitted prior to the deadline via University of Akron Human Resource Department. Requested information includes:

1. Primary intern contact information;
2. The title of the proposed position, which should be developed in accordance the proposed job responsibilities;
3. A description of the proposed position including the percentage of time commitment for each major area of job responsibility and a thorough explanation of job responsibilities;
4. Current and proposed organizational charts;
5. Supervisor(s), including a short biographical, specific ways he or she plans to interact with the hired intern and how the supervisor will provide a productive work experience. (NOTE: Supervisor(s) may not be listed as mentors);
6. Mentor(s), including a short biographical and the specific ways he or she plans to interact with the hired intern (NOTE: Mentor(s) may not be listed as supervisors);
7. An overview of how the school/athletic department or the conference is commitment to diversity and inclusion;
8. An explanation of how a diverse candidate search will be conducted;
 - Hired interns are allowed to start prior to the recipient receiving funding from the University but the recipient is responsible for all costs associated with job benefits until funding is received.
 - Proposed position must report within the athletics department or University office.

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9. An overview of how the hired intern will be exposed to other campus, conference or community groups;
10. An outline of professional development opportunities in which the hired intern will participate;
11. A description of how the hired intern's performance will be evaluated;
12. A description of how the interns success will be evaluated; and
13. Salary and benefits information (with regional cost of living being taken into consideration).
14. Signature page.

SELECTION COMMITTEE

The selection committee is responsible for the review of proposals and selection of recipients. The committee is comprised of five, full-time employees from the University of Akron Committee members who are willing and able to serve will be chosen by the schools nominating committee and must meet committee service requirements. Committee composition is based on the following demographics: ethnicity (at least two (2) ethnic minority); gender (at least one male and one female); geographic diversity and at least one former Recipient (those who have served in the role of supervisor, mentor or intern).

INTERNSHIP AGREEMENT

A standardized internship agreement will be issued to the recipients and will reference these guidelines. For operational efficiency, internship agreements should not be altered.

The internship agreement will specify the start and end dates of the internship, monetary allocations for each period, ramifications for improper behavior, and any other applicable NCAA regulations and conditions of the internship.

An award is accepted when the standard agreement is executed by the internship recipient and the University of Akron.

VACANCIES

Recipients must also notify the program administrator immediately when a vacancy occurs. Per the award agreement, Internship recipients have four (4) months to fill the position without forfeiting the funding.

DEPARTMENT RECIPIENT RESPONSIBILITIES

This funding requires a one-year commitment by Department recipients. Recipients must be able to financially support the position and execute all responsibilities and activities outlined in the submitted proposal. Recipients are required to provide a minimum of ten (10) months of full-time or part time employment to the hired intern during the year of the grant. Recipients are responsible for all hiring and personnel decisions and should ensure that personnel decisions are both pursuant to guidelines that are consistent with University standards. Recipients must follow the guidance of the University's human resources department during the hiring process and employment period of the funding, including but not limited to, ensuring the intern maintains full-time or part time employment status. Recipients are also responsible for all costs associated with hiring at any point of the grant cycle.

Recipients have full responsibility for the conduct of the projects or activities supported by the funding and for the results achieved. Recipients are required to monitor performance to assure adherence to goals, time schedules, or other requirements as appropriate to the project or terms of the funding. All modifications to the responsibilities outlined in the proposal must be approved, in writing, by the program administrator prior to execution.

REQUIRED PROFESSIONAL DEVELOPMENT FUNDING

The minority internship will provide professional development funding in the amount of \$500 to recipients during the year of the internship. As nontaxable benefits, all goods purchased through professional development funding must remain the property of the University.

Interns are required to submit a reconciliation form and all corresponding proof of purchase documentation no later than May 15th at the end of each internship cycle.

Ineligible professional development expenses include: technology of any kind (unless approved in writing by the University); tickets to sporting events; office supplies; costs associated with campus/conference office employee searches; and/or insurance of any kind. Recipients should contact the University prior to incurring any expenses for any clarifications.

FINANCIAL REPORTING, SURVEYS AND INTERVIEWS

Hired interns are also provided funding to use as professional development to attend the NCAA Convention during the year of the internship.

Intern recipients are required to participate in The University of Akron related exit survey research activities to better understand the effectiveness of the internship program.

At the conclusion of the internship, recipients will receive a mock interview to prepare them for potential job interview opportunities with either with The University of Akron or other institutions.

APPENDIX 8—SOURCES FOR MENTORSHIP TRAINING PROGRAMS

- University of New Hampshire's *Mentoring Program Handbook, Administrative Guide*, https://extension.unh.edu/resources/files/resource002355_rep3452.pdf
 - The handbook provides detailed coverage on mentor training, matching mentors, needs assessment, and evaluation periods.
 - Cost: Freely accessible on the Web
- National Center for Faculty Development and Diversity, <https://www.facultydiversity.org/>
 - Provides on-demand access to the mentoring, tools, and support employees need to succeed in the Academy.
 - Cost: [Determine]
- Brown University Mentoring Guidelines power-point presentation <https://www.brown.edu/research/projects/advance/sites/brown.edu.research.projects.advance/files/uploads/Frehill%20-%20Mentoring%20Program%20Models.pdf>
 - Provides a step-by-step approach to establishing mentoring programs. Even though the presentation is addressed to professionals in Science and Technology, the slides provide relevant information on how to establish and maintain an effective mentoring programs.⁴⁶
 - Cost: Freely accessible on the Web
- Purchasing Chronus Software, <https://chronus.com/about-us>
 - Chronus is an organization that employs technology to assist organizations helping their employees to achieve their full potential through modern mentoring through the use of Chronus software.
 - Cost: [Determine]

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<https://www.brown.edu/research/projects/advance/sites/brown.edu.research.projects.advance/files/uploads/Frehill%20-%20Mentoring%20Program%20Models.pdf>

APPENDIX 9—SOME NETWORKING ORGANIZATIONS

Organization	Description	Cost
<p>The National Association of Black Accountants https://www.nabainc.org/membership</p>	<p>The National Association of Black Accountants (NABA, Inc.), is a nonprofit membership association dedicated to bridging the opportunity gap for black professionals in the accounting, finance and related business professions. Representing more than 200,000 black professionals in these fields, NABA advances people, careers, and the mission by providing education, resources, and meaningful career connections to both professional and student members, fulfilling the principle of our motto: <i>Lifting As We Climb</i>.</p>	<p>Professional Member.....\$200 Academia (Faculty).....\$115</p>
<p>Black Women Studies Association https://www.blackwomensstudies.com/about-us</p>	<p>The Black Women’s Studies Association is a professional organization dedicated to scholars engaged in research about black women.* This organization is for scholars at all stages of their careers, whether they be undergraduate students, graduate students, independent scholars, adjunct professors, postdoctoral fellows, professors, and scholars with alternative academic careers. The BWSA is an interdisciplinary and multidisciplinary organization that welcomes various methodological approaches to studying black women’s experiences, histories, politics, literature, and more.</p> <p>Once the inaugural executive board is established, they will create initiatives that will allow members to:</p> <ul style="list-style-type: none"> • Present at BWSA conferences • Join committees (i.e. conference planning; book/article awards; graduate student prizes) 	<p>Membership dues from \$10.00</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Hold leadership positions • Vote for BWSA officers and on BWSA business • Have your books and articles featured in our newsletter • Be featured as a Saturday Scholar Spotlight on our blog

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	<ul style="list-style-type: none"> • Participate in writing accountability groups • Participate in a mentorship program • Access a member directory 	
The African American Intellectual History Society (AAIHS), https://www.aaihs.org/about/	The African American Intellectual History Society (AAIHS) is a scholarly organization that aims to foster dialogue about researching, writing, and teaching black thought and culture. AAIHS “provide[s] a space for scholars in disparate fields to discuss the many aspects of teaching and researching Black intellectual history.”	AAIHS Annual Membership \$40.00 per Year. AAIHS Life Membership \$450.00 now.
Minorities in Agriculture, Natural Resources, and Related Sciences https://www.manrrs.org/who-we-are	Our Mission at MANRRS is to promote academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences.	Yearly Dues: \$75.00
National Black MBA Association, https://careersuccess.nbmbaa.org/employers/	Premier business association serving Black professionals. Providing extensive networking and support systems; annual conferences.	Yearly Dues: \$150
National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, https://www.nobcche.org/career-center	<i>“The history of the founding of NOBCCChE is a record of our past. It is a record of how a group of individual African-American chemists and chemical engineers came together to create an organization to promote the professional advancement and development of Black chemists and chemical engineers in this country.”</i>	? Not provided on Website
National Society of Black Engineers, https://www.nsbe.org/home.aspx	“With more than 500 chapters and nearly 16,000 active members in the	Yearly Dues: \$50

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	<p>U.S. and abroad, the National Society of Black Engineers (NSBE) is one of the largest student-governed organizations based in the United States. NSBE, a 501(c)(3) nonprofit organization founded in 1975, supports and promotes the aspirations of collegiate and pre-collegiate students and technical professionals in engineering and technology. NSBE's mission is <i>"to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."</i></p> <p>NSBE offers its members leadership training, professional development activities, mentoring, career placement services, community service opportunities and more. NSBE comprises 515 active chapters — 288 collegiate, 82 professional and 145 pre-collegiate — located in six geographic regions. NSBE is governed by an executive board of college students and engineering professionals and is operated by a professional staff at its World Headquarters, located in Alexandria, Va.</p>	
<p>The National Registry of Diverse & Strategic Faculty, https://www.theregistry.ttu.edu/Default.aspx</p>	<p>Established in 1985, with over 2,000 open faculty positions posted last year and more than 1,700 diverse candidates, The REGISTRY is the premier national database of diverse & strategic faculty sponsored by a major university. The REGISTRY is committed to connecting the most diverse and qualified pool of candidates to colleges and universities around the country. The National Registry of Diverse & Strategic Faculty (The REGISTRY) connects institutions of higher education with diverse faculty candidates. Most recently, Texas Tech University, our host institution, was awarded Insight into Diversity's Higher Education Excellence in</p>	<p>Subscription Cost: Total student enrollment greater than 15,000: \$1000</p>

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	Diversity (HEED) Top Colleges for Diversity and was named a “Champion of Diversity.”	
Journal of Blacks in Higher Education	JBHE is dedicated to the conscientious investigation of the status and prospects for African Americans in higher education	Free subscription
HBCU Network.com, http://hbcunetwork.com/	Historically Black Colleges and Universities (HBCUs) were established starting in the 1800s, in order to provide higher education opportunities for otherwise oppressed African-Americans.	Membership information on the website
National Association of Black Social Workers, https://www.nabsw.org/page/MembershipInquiries	Professional organization comprised of black sociologists.	Membership information on the website
Mid-American Conference for Faculty, https://www.uakron.edu/im/online-newsroom/images/2017/1-2/docs/MAC-ALDP-Nomination-Information.pdf?language_id=1	The MAC Academic Consortium was designed in 2017 by the MAC Council of Presidents as a resource to MAC institutions and faculty that extends beyond athletics. The Consortium includes an Academic Leadership Development Program (ALDP) designed to assist a select group of faculty (Leadership Fellows) to develop and enhance their ability to be effective academic leaders, and a Collaborative Leadership Project Grant designed to support research efforts of ALDP Fellows across multiple MAC campuses.	See the University of Akron’s website
National Conference on Race and Ethnicity in American Higher Education (NCORE), https://www.ncore.ou.edu/en/about/	In 1988, the first Annual National Conference on Race and Ethnicity in American Higher Education (NCORE). Since its inception, NCORE has evolved into a vital national resource for higher education institutions, providing an annual multicultural forum that attracts Black/African Americans, American Indians, Asian/Pacific Islanders, Latino/as, and European Americans representing higher education institutions across the United States. The NCORE conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American higher	See NCORE’s website

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	education. Among its several conference participants are senior administrative officers of academic affairs administrators, deans, department chairs, teaching faculty, directors and staff of diversity offices, and professionals employed in most campus activities.	
Akron Urban League, https://www.akronurbanleague.org/	The mission of the Akron Urban League is to improve the quality of life of the citizens of Summit Count, particularly African Americans, by advocating and facilitating programs that are economically and educationally transformational, impacting their lives and the lives of future generations.	General Membership: \$25 More specialized memberships range from \$100 to \$1000.
National Association of Latino Arts and Cultures	Professional organization comprised largely of individuals in the Latinx community	
Asian American Arts Alliance	Professional organization comprised largely of individuals in the Asian American community	
National Association of Hispanic Journalists	Professional organization comprised largely of individuals in the Latinx community	Academic membership - \$35 per year. Lifetime membership is \$1,500.
Asian American Journalists Association	Professional organization comprised largely of individuals in the Asian American community	General membership - \$65 per year.
American Society of Hispanic Economists	Professional organization comprised largely of individuals in the Latinx community	Academic membership - \$25 per year. Also options for institutional membership.
Society of Hispanic Professional Engineers	Professional organization comprised largely of individuals in the Latinx community	Membership - \$65 per year. Lifetime memberships also available.
Society of Asian Scientists and Engineers	Professional organization comprised largely of individuals in the Asian American community	
American Indian Science and Engineering Society	Professional organization comprised largely of individuals in the Native American community	
MAES - Latinos in Science and Engineering	Professional organization comprised largely of individuals in the Latinx community	Membership - \$35 per year

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National Black Nurses Association	Professional organization comprised largely of individuals in the African American community	Membership ranges from \$125 - \$160 per year depending on licensure.
National Association of Hispanic Nurses	Professional organization comprised largely of individuals in the Latinx community	
National Society of Black Physicists	Professional organization comprised largely of individuals in the African American community	
National Society for Hispanic Physicists	Professional organization comprised largely of individuals in the Latinx community	Membership is \$45 per year. Institutional membership is also available.
Asian American Psychological Association	Professional organization comprised largely of individuals in the Asian American community	Membership is \$70 per year.
National Latinx Psychological Association	Professional organization comprised largely of individuals in the Latinx community	Membership is \$95 per year. Institutional membership is also available at \$100 per year.
American Indian and Alaska Native Society of Indian Psychologists	Professional organization comprised largely of individuals in the Native American community	Membership is \$50 per year.

APPENDIX 10—DIVERSITY TRAINING PROGRAMS

- Diversity Builder provides online training classes with questions, quizzes, and video scenarios:
 - Cost: [Determine]
 - Website: <https://diversitybuilder.com/diversity-training-online/>
- Compliance Training Group:
 - Cost: [Determine]
 - Website: <https://compliancegroup.com/courses/workplace-diversity/>
- ESSEC Business School, Diversity and inclusion in the Workplace,
 - Cost: [Determine]
 - Website: <https://www.coursera.org/learn/diversity-inclusion-workplace>
- eCornell, Diversity and Inclusion Cornell Certificate Program
 - Part of the University of Cornell
 - Cost: \$950/month
 - Website: <https://www.ecornell.com/certificates/leadership-and-strategic-management/diversity-and-inclusion/>