

Multicultural and Diversity Committee Meeting on 10/02/20

Ideas to increase faculty diversity

1. Although it is incredibly important to invite diverse voices from faculty, staff, and students in the hiring process, it should also be recognized that an undue burden should not be placed upon them to be present and actively involved in every hire and in every part of the hiring process. A list of individuals who have engaged in equity advocacy could be generated who could support this work without having to put our diverse faculty, staff, and students in the position of feeling like “tokens” with a disproportionate workload.
2. Represent diversity and a concern for equity to a greater extent on the web page. This could include videos of students talking about their experience at CR, with an emphasis on a welcoming college climate.
3. There should be a concern with developing and supporting courses that encourage diversity and equity. This could include supporting these courses when they have lower enrollment. If few or no courses with these emphases exist in the discipline(s) of potential applicants, job listings should state that there is an interest in having a successful hire develop this curriculum.
4. Speed up/ start the hiring process earlier, potentially uncouple it from Program Review, so that more diverse candidates aren't lost to other institutions working on earlier timelines. We are competing with other CCCs and other institutions are also interested in diversifying their faculty. The Faculty Prioritization Process could be initiated in the spring when retirement and other tenure-track vacancies are already known.
5. The job listing process could be improved by forming a recruiting committee in the spring that would have input on the listing to be sure that it includes all job responsibilities and language reflecting the institution's interest in increasing faculty diversity. This recruiting committee that might include some or all potential hiring committee members could craft the job listing and recommend potential job listing locations. Having a template for the job listing that all could modify throughout the process (fields that could be editing while maintaining the uniformity characteristics of all CR job listings), rather than having to work through a third party in graphic design, would also permit greater flexibility and customization of each job listing. Include language about the CCC minimum qualifications process, including a link to the Minimum Qualifications Handbook, so that faculty who might have equivalent coursework and experience, but not the specific degree(s) referenced in the job listing might be more willing to apply.
6. When the Senate is selecting hiring committees, thought should be put into not only which disciplines should be represented, but also which individuals would be more welcoming to diverse candidates and aware of potential biases. The Multicultural and Diversity Committee would be willing to assist with this process. AP7123/ BP7123, related to hiring processes, could be revised in order to make this an explicit and intentional requirement.
7. The initial application packet could include a prompt for statement about how inclusivity/ diversity would be incorporated into teaching. This could be a modified prompt for the teaching philosophy.
8. In addition to listing on the CCC website, it is important to contact leading professional organizations to list job openings. Some of these may include subgroups that represent more diverse members.

9. Ask ASCR to include a student to serve on hiring committees. This could even be one of the ambassadors from the Multicultural and Diversity Center if someone is willing and able. In recognizing the value of this student service to the College, it is recommended that the student receive a stipend of some kind. Perhaps ASCR or CR Foundation funding could be used to support this effort. This should be proportional to the amount of time that the student devotes to the hiring process.
10. Having more clear and detailed instructions about the application process would be helpful for potential applicants not familiar with the application and hiring process in higher education. This would help to address the disadvantage of those who don't know the "codes" that are part of the hiring process. This should include disclosing who will be the audience for the teaching demonstration.
11. Implicit bias training for hiring committee members should take place. This could be formal and/ or include conversations about biases. This would take place before the committee establishes criteria to be considering in making hiring decisions.
12. Hiring committees should agree upon a clear set of selection criteria for the decision-making process prior to reviewing applications in order to remove some of the subjectivity in the hiring process. This would be analogous to establishing the rubric before grading takes place.
13. Providing district funding for candidates to travel to interviews is incredibly important for supporting more diverse candidates.
14. The teaching demonstration could include a prompt about how to be inclusive in the classroom.
15. Include diverse students in the audience for teaching demonstrations. They could provide feedback to the hiring committee about how inclusive and equitable potential faculty are from a student's perspective.
16. The entire process of the campus visit should be strategically and purposefully considered to provide an inclusive and welcoming experience. Candidates should be given a packet to assist them when they arrive at the airport and are navigating the region; providing information about transportation, lodging, dining, and other services they might need would make them feel more comfortable and welcomed. This includes who might give a campus tour, what candidates are shown, and additional people they might be introduced to while on campus. There could be a separate group responsible for ensuring that candidates are consistently greeted and hosted in a welcoming manner; this might include informal meals or events that assist potential hires in meeting other potential colleagues. When candidates come to campus for interviews, have a potluck in the Multicultural and Diversity Center that faculty, staff, and students are invited to. This could help to create a more welcoming environment for candidates and demonstrate CR's commitment to increasing its diversity.
17. Recruit diverse online faculty from out of the area that wouldn't necessarily have to move here. This could be associate faculty or full-time faculty. With Zoom and other technologies, faculty can more fully participate in college service from a remote location.
18. Mentoring for new faculty and staff is critical. Building community in formal ways is critical to ensure that everyone has opportunities to be supported and be successful. Highlighting this is a good recruitment tool. Informal mentoring is also very valuable to make new hires feel welcomed and integrated into the college community. A mechanism to support faculty and staff interest groups that are identity-based would be helpful; these could be listed in a public location with a contact person willing to facilitate the integration of new members. In addition

to a formal new faculty training program run by faculty, assigning an individual faculty mentor to each new hire would provide more personalized support and help new hires to develop good rapport with at least one colleague. Ideally, this mentor would be a person from the hiring committee to provide continuity for new faculty hires.

19. Recognizing that some faculty and staff are informally expected to take on extra duties in order to support underrepresented students; this should be recognized and compensated in some way. These individuals should also be supported in refusing to take on such additional work.
20. Solicit feedback from new hires and existing faculty about their hiring process, particularly with respect to how diversity, equity, and multicultural perspectives were included and supported. Also, feedback from those who are not hired, or who turn down a position, could provide information that we otherwise don't have access to. Exit interviews for faculty and staff, particularly those of color, would be extremely helpful.