

## Can we have an update of faculty hiring and diversity plans?

Chico State's Institutional Report provided a link to our *Advancing Faculty Diversity Proposal* that was previously submitted to the Chancellor's Office to obtain funding to increase our hiring and retention of diverse faculty. Despite the fact that it was not funded, Chico State is committed to pursuing plans and ideas set forth in that proposal. Below is an outline of steps that were implemented in fall 2018 to increase diverse faculty recruitment and retention, and our plans for spring 2019 and beyond.

### RECRUITMENT & RETENTION PLANS IMPLEMENTED FALL 2018 (POST-SUBMISSION OF THE INSTITUTIONAL REPORT):

- The Office of Academic Personnel (OAPL) Faculty Recruitment Manual has been thoroughly updated and edited. OAPL sent the link to the updated version to all search committee members and department chairs at the start of fall 2018. The updated Manual ([https://www.csuchico.edu/oapl/Recruitment\\_Manual\\_F18.pdf](https://www.csuchico.edu/oapl/Recruitment_Manual_F18.pdf)) provides detailed directions on best practices for running a search and provides specific references to diversity related recruitment efforts including the encouragement of active recruitment.
- OAPL updated all faculty recruitment forms to streamline the hiring process and improved its compliance check process to ensure all search committee members are attending the Avoiding Bias in Hiring Training prior to providing them with online access to applications.
- In addition to existing language in the OAPL's Tenure-Track Vacancy Announcement Template (VA) stating that Chico State is:
  - an Equal Opportunity Employer;
  - an Hispanic-Serving Institution (HSI);
  - Searching for candidates prepared to commit to diversity and inclusion in higher education; the VA was revised ([https://www.csuchico.edu/oapl/FORM\\_3\\_Vacancy\\_Announcement.DOC](https://www.csuchico.edu/oapl/FORM_3_Vacancy_Announcement.DOC)) beginning fall 2018 to include the following: "the successful candidate should provide evidence of their commitment to or experience promoting and fostering a learning environment that is supportive of individuals from diverse backgrounds."
- Academic deans, department chairs, and search committee chairs were strongly encouraged to review and interview, where appropriate, individuals listed in the Chancellor's Doctoral Incentive Program (CDIP) directory. This Directory includes individuals who have indicated they are interested in employment as faculty in the CSU and were selected as participants in CDIP based on their academic qualifications and their commitment to a faculty career working with the CSU's diverse student population.
- OAPL initiated a new recruitment diversity tracking process ([https://www.csuchico.edu/oapl/FORM\\_4\\_Applicant\\_Flow\\_Log.doc](https://www.csuchico.edu/oapl/FORM_4_Applicant_Flow_Log.doc)) to inform deans of

the diversity density of their candidate pools. After candidates have submitted their applications and the search committees begin their review, OAPL sends the candidate pool diversity breakdown to each academic dean running a search. Each applicant voluntarily submits this data but, from a review of the data, it appears the majority are submitting responses. Following review of this data and if the pool is deemed adequate, the dean authorizes the search to move forward.

- Academic deans have encouraged search committees to diversify membership on the committee to provide a welcoming mirror to diverse candidates. Committee chairs have reached out to other Colleges to incorporate external members to make this happen.
- The Office of Faculty Development is currently providing workshops in “Inclusive Teaching Pedagogy” and will be providing a Faculty Learning Community (FLC) on “Free Speech” this semester and another FLC to study concepts behind the Culturally Inclusive Educator (book club). Inclusive excellence and student success are the cornerstones of Faculty Development programming and numerous faculty participate in the programming.
- International faculty constitute a substantial percentage of our diverse faculty hires. To retain our International faculty, OAPL, in conjunction with an external Immigration Law Firm, facilitates the complex, detailed, and lengthy process of sponsoring the H-1B Visa and initiating the U.S. Permanent Residency process for all International Faculty hires. Each College pays the fees and costs associated with these processes. Chico State also supports, but does not fund, the International faculty member’s Immigrant Worker Petition I-140 and Adjustment of Status I-485. To assist both candidates and our international faculty hires during this crucial time, OAPL has posted on its website (<https://www.csuchico.edu/oapl/international-faculty.shtml>) a detailed description of the support it offers.
- In May 2018 OAPL and the Faculty Diversity Officer, Professor Michelle Morris, entered into an MOU for Dr. Morris to be released at a .4 time base to collaborate on improving the retention of diverse faculty. The efforts put forth in this MOU regarding retention are listed below and will be undertaken this semester, spring 2019, when Dr. Morris returns from her fall 2018 family leave:
  - **RTP Evaluation and Training Development:** In conjunction with OAPL and the Faculty Development Office, review the 45 department RTP standards across colleges in order to identify best practices and opportunities for improvement toward equity-minded evaluation of scholarly achievements, teaching, and service. The evaluation will include recommendations for standard language that positions meeting the needs of an increasingly diverse student body as critical for RTP and informs the development of an evidence-based training for RTP personnel committees, department chairs, and deans. An overview of the new training content will be shared at the Provost’s Academic Council (PAC), Chairs’ Council, and Academic Senate and can be delivered as a stand-alone training or as a breakout session at the next Tipping Point Student Success Summit.

- **Faculty Learning Community (FLC):** Consult with the Director of Faculty Development regarding FLCs targeting junior faculty who are navigating the retention, tenure and promotion process, emphasizing the needs of diverse scholars.
- **Other Duties as Needed:** As the Academic Year progresses, provide assistance as needed to support the University’s mission to increase recruitment and retention of diverse faculty within the allotted time base for this work.

**RECRUITMENT AND RETENTION PLANS SPRING 2019 AND BEYOND:**

Chico State currently has numerous programs and designated individuals across academic departments and university divisions that are committed to aligning Chico State priorities with the diversity efforts set forth in its Strategic Plan. The Strategic Plan sets the groundwork for guiding us in our diversity related goals as follows:

**“California State University, Chico understands that embracing diversity in all its forms – including but not limited to ability, age, culture, disability, race, ethnicity, gender identity and expression, sexuality, body size, regional and national origin, political affiliation, life experience, religion and socio-economic background – is at the heart of academic excellence and what it means to be an outstanding public university in the 21st century. The University is committed to the proposition that diversity is not just an idea to express, but fundamental to a vibrant and inclusive community. That commitment extends not only to the students, faculty, and staff on campus but to the citizens of our 12-county service area, with whom the campus works closely for the betterment of the region. We actively pursue “inclusive excellence” to best serve all community members, and, in particular, our students, to help prepare them to be the next generation of leaders for our global society.”**

The University Diversity Council, the Academic Affairs Diversity Committee (AADC), the Office of Diversity and Inclusion, the Office of Academic Personnel, The Office of Faculty Development, the Chief Diversity Officer, and the Faculty Diversity Officer all work collaboratively in moving the University forward to embrace diversity fully in its Academy. Specifically, the mission of the AADC is to work with this wide-range of campus collaborators to reshape and refine our faculty attraction, selection, recruitment, promotion, and retention practices in order to expand the diversity of and support for our faculty hires. The committee is comprised of self-selected members from the Provost’s Academic Council (PAC) and includes the Vice Provost for Academic Programs, the Associate Vice President from the Office of Academic Personnel (OAPL), academic deans, the faculty senate chair, and the Faculty Diversity Officer. Through these collaborative partnerships, the University will be implementing the plans and practices set forth below:

## **Improve Upon and Streamline Existing Processes and Efforts:**

- The OAPL Faculty Recruitment Manual and the Vacancy Announcement Template will continue to undergo review to improve the recruitment process. Specifically, the Vacancy Announcement will be further amended to include an informative and inspiring opening paragraph that describes Chico State with links to videos that highlight our diverse faculty from various disciplines, who have built successful and exciting careers at the University. The Vacancy Announcement Template will also include links to messages from diverse students who will emphasize the transformative nature of education at Chico State for many of its students. This effort will be undertaken this semester, spring 2019, to launch a comprehensive bold plan of active recruitment that puts front and center the many unique attributes of Chico State and its capacity to serve the professional interests and educational interests of a broad range of diverse faculty and students.
- Develop a guide for hiring committees that illustrates the best, most innovative practices and resources to assist them in expanding the diversity of their applicant pools. Beginning in fall 2019, tenure-track faculty search committees will be encouraged to include an external member from outside of the hiring department in order to mitigate the effects of departmental and/or discipline-specific groupthink. A list of faculty who have completed equity-focused campus trainings including Avoiding Bias in Hiring, will be available on OAPL's website. Faculty identified as willing to serve in this capacity may document this as service credit in their RTP dossiers.
- Early career faculty are often the harbingers of cultural change in academic departments and are crucial in participating in the decision on new faculty hires. The Collective Bargaining Agreement (CBA) between the California Faculty Association and the Board of Trustees of the California State University requires that tenured faculty serve on search committees and allows probationary faculty to serve only with Presidential approval (through her designee the Provost). Currently, department search committee requests to include early career faculty on search committees are handled on a case-by-case basis. This appointment and approval process will be improved to facilitate the appointment of early career faculty to these committees within certain set guidelines established by the Provost that are within the confines of the CBA.
- Strengthen the equity of our new faculty selection process by improving the effectiveness of our Avoiding Bias in Hiring training. To this end, the committee is researching the effectiveness of the current Avoiding Bias in Hiring training and is planning to make changes to the style and content of the training. OAPL has provided professional development funds to Dr. Robert Jones, Professor of Philosophy and presenter of the "*Confronting our Unconscious Bias Workshop*," to prepare a detailed plan for improving this training. The Academic Affairs Diversity Committee will review this plan and recommended changes will be implemented, as appropriate, in fall 2019. Proposed changes include:
  - **Greater emphasis on evidence-based research**  
The current presentation could be strengthened by making it more academically rigorous. Emphasizing the peer-reviewed psychology research can add credence

to the presentation. Pitching the presentation to a more educated audience would also improve presentation efficacy.

- **Target faculty only (not staff)**  
The differences in nuance and detail between the faculty and staff hiring processes are significant enough to warrant an Avoiding Bias in Hiring training designed for and directed to faculty.
- **Offer the training to search committees as a group**  
All members of faculty hiring committees need to follow the same norms and guidelines when hiring. These need to be discussed and determined well in advance of writing a Vacancy Announcement. To help with committee consistency and cohesion, requiring that the committee as a whole take the Avoiding Bias in Hiring training together is strongly recommended. Eventually, the training would be extended to include the entire department.
- **Provide many examples of substitute habits**  
One tried and true way to overcoming implicit bias is to provide attendees with clear examples of habits that subvert hiring bias. Examples include stereotype replacement exercises; counter-stereotypic imaging; individuating job applicants; and asking committee members to take the perspective of young, freshly minted graduate students.
- Newly minted PhDs from underrepresented populations are in demand on the academic job market. To maintain our competitiveness in this tight job market, Chico State plans to employ the kinds of hiring software (e.g. Page Up; Interfolio) that other institutions are using and with which newly minted PhDs are familiar. Providing a simpler, less complicated software than PeopleAdmin (our current application software) will make the application process more straight forward and can remove a potential barrier to applicants.
- **Include Input From Diverse Early Career Faculty:** The University currently has a number of new faculty from underrepresented populations. These are women and People of Color who have successfully made it through the job-hiring process. The experiences of these faculty will be helpful in our honing our recruitment processes. Efforts will be made to query early career faculty, who are interested in voluntarily providing feedback, on the Chico State recruitment process to solicit ways to improve the process based on their experiences and suggestions.
- OAPL works closely with Institutional Research to obtain helpful data on the diversity breakdown of tenure-line faculty over the past 5 years; the breakdown of international hires and diversity percentage for the past 5 years; diversity breakdown of our lecturer hires; and diversity breakdown of the student population for each discipline in which a search is running for the Academic Year 2018-19. This data provides awareness of this diverse population and the need for diversifying our instructor pool. In addition, OAPL seeks to track applicant diversity data throughout the hiring process in order to identify leaks in the pipeline for diverse scholars. This information will then be shared with our collaborative diversity partners and the academic deans.

### **Create a Vision and Shared Consensus Around the Importance of Recruiting and Retaining Diverse Faculty:**

- We aim to craft our story to ensure that we are conveying a clear and accurate message about who we are, what we value, and what unique opportunities we offer. In particular, we want to illustrate the exciting potential of working at an institution like Chico State that offers transformative experiences to our students and our faculty, who have a chance to build successful careers doing the kind of work that helps students find their best success. This vision will help us understand who we are and why these efforts are important to us and what steps we will need to take to achieve this particular goal. The goal of these efforts is twofold: to regularly engage faculty in these recruitment and retention steps, thus incorporating these efforts as best practice for every search, and to improve our campus culture generally, as a body that not only recognizes that diversity, multiculturalism, and inclusion are essential to our survival and future success but reflects this belief in its diverse student body, staff, and faculty.
- We will develop a strategy to disseminate our story widely and consistently starting with the development of new recruiting materials, including a website page tailored to potential applicants.

### **Improve Faculty Engagement in the Active Recruitment and Retention of Diverse Faculty:**

- Examining the ways our university conducts searches by asking important questions:
  - Is the process accessible to all or is it cost-prohibitive for certain candidates to apply?
  - Are our qualifications too narrowly focused on the traditional path through higher education?
  - Can we be more inclusive to candidates who have taken the less traditional path that may be non-linear and involve work in an industry or creative pursuits?
  - Are the filters for screening out candidates too tightly drawn, resulting in unnecessary exclusion of desirable candidates?
- Faculty will be encouraged to engage in outreach activities such as, when attending conferences, establishing informal relationships with diverse early career faculty; sending them letters to apply for a position at Chico State when a vacancy announcement is posted; encouraging them to come to Chico State to visit.
- As stated above, departments will be expected to build a search committee whose members have requisite training and experience in best practices in inclusive search strategies. If a committee needs additional support in this area, the committee will be advised to reach outside of its department to invite an external member with the requisite skills to participate as a member of the search committee.
- Search committees currently document on the search approval form where they have promoted their job announcement. This will be further detailed to require a discipline specific diversity publication. For some disciplines, this would include targeting

programs that focus on educating diverse students, outreach to academic professional associations (e.g., Association of Black Nursing Faculty, National Society of Hispanic Physicists, etc.). Implementing this step into the recruitment approval process encourages the search committee to actively engage a diverse pool of candidates and document their activity doing so. This information will inform the dean when approving the search to move forward.

- **RTP Evaluation and Training Development:** Faculty will be encouraged to provide their feedback and expertise on developing best practices and opportunities for improvement toward equity-minded evaluation of scholarly achievements, teaching and service. The Faculty Personnel Policies and Procedures (FPPP) document guides the Retention, Tenure and Promotion (RTP) and lecturer evaluation process for all faculty. This document can be updated to incorporate equity based improvements to the as RTP and evaluation plans on an annual basis.
- **Faculty Learning Community (FLC):** Faculty are encouraged to participate in the programming offered by the Office of Faculty Development on “Inclusive Teaching Pedagogy” and other educational offerings that enhance the learning environment for all students and provide a culture at Chico State that recognizes the importance of a diverse academic institution.

#### **Empowering Deans to Hold Search Committees Accountable:**

- Academic deans currently hold the authority to recommend approval or not to recommend approval of the search during numerous stages throughout the process. Chico State aims, in conjunction with OAPL, to clarify the role of the dean to aid in the effort to recruit and retain diverse faculty and to engage in a more active part of the search process. These plans will encourage the deans to review the composition of the search committee to make sure it consists of diversity of experience and perspective (i.e. an external member to serve), take an active role in reviewing diversity composition of the applicant pools, actively review the finalists slate and use their authority to not recommend approval, when necessary, if the search lacks the requisite equity in any part of the process.
- Where possible, we perform exit interviews among faculty who leave the institution prior to tenure and/or promotion, thus providing meaningful feedback on our how we can improve in recruiting and retaining diverse faculty. While these interviews have often been conducted informally, we aim to formalize and institutionalize this campus practice.

#### **Additional Recent Developments**

The November 2018 Camp Fire has had a profound, immediate, and yet still to be determined effect upon Chico State and the surrounding community. With nearly 20,000 homes lost and up to 50,000 displaced, Chico and much of Butte County faced and still faces an extreme housing shortage, especially for rental housing. As new faculty are more likely to rent than buy housing, this housing shortage could have a serious impact upon our faculty hiring. While current

university faculty, staff, and administrators are planning to work with new faculty to help them find housing, and the community is committed to constructing additional housing for new residents, we may see some sluggish progress in our faculty hiring and diversification efforts due to the aftereffects of the Camp Fire.