

**Faculty Retreat Executive Summary**  
Afternoon Session  
**Friday, May 10<sup>th</sup>, 2019**

On Friday, May 10, 2019, members of CSUSB's faculty senate met for a one-day retreat to discuss the current equity gaps that exist within the university's system. The forum provided an opportunity for faculty and administrators to discuss the future direction of CSUSB and how to address inequities that affect unrepresented students as well as faculty, with the overall goal of fostering a more inclusive environment for everyone.

Approximately 65 members of the faculty senate, deans, department chairs and other faculty participated. A total of (8) questions were discussed, most were student-focused while others were more faculty-focused and geared toward current processes. Below is a summary and emerging themes of the afternoon session roundtable discussion.

**What efforts can faculty/chairs/administrators make to increase diversity in our applicant pools and create a more inclusive search process? (Note: This first question wasn't accurately noted in the original transcription of minutes from the Senate Retreat. Instead, the note-taker repeated the last question of the morning session that was based on students. I re-wrote the question after looking at the responses.)**

Recommendations:

**Continue efforts to launch faculty searches earlier and use processes that we've been successful with.**

- Advertising should be done in a timelier manner. Form the search committee in Spring. Start the search in July and extend offers in December.
- Start searches earlier: has to start in spring Reduce the teaching load for semesters.
- Make the offer as quickly as possible after the decision to hire has been made.

**Review hiring processes both within CSUSB and externally to identify areas of success**

- Take inventory of existing recruitment practices across the colleges/departments to see what is working.
- Review hiring process at other institutions.

**Write advertisements to attract a diverse pool of candidates and intentionally select the appropriate medium for advertising**

- Advertise job postings in minority publications.
- Include "commitment to diversity" in the top of the advertisement.
- Use specific signal paraphrasing/phraseology in the posting/listing that would encourage diverse applicants.
- Advertise postings in affinity publications and websites, and programs and universities that represent diversity.
- Identify HBC, HSI and/or other professional groups to place the advertisements.
- Write a broad job description to capture the interest of faculty with diverse work experience.
- Strategically select the appropriate medium for advertising. Incorporate the use of social media.

- Target recruitment via listservs, networks, HACU, Black Faculty Network, etc.
- Tap into existing diversity pools through your associations and networks.
- Intentionally craft job announcement to specific area to attract candidates.

**Create a hiring process that is efficient, with little time in between communications and commit to a timeline.**

- Streamline the hiring process by decreasing time in-between channels of approvals and giving actual offers.
- Create a timeline for recruitment, interviews, and extending offers to candidates. Provide a deadline for candidates to accept offers.

**Assess how we are forming search committees and diversity advocates.**

- Encourage existing diverse faculty to be on the committee. Ask diverse faculty from other departments to be on search committees in departments with current low numbers of diverse faculty.
- Expand the number of diversity advocates.
- Make sure that the recruitment committee members are committed and diverse earlier.
- Make sure all voices are heard and respected.

**Ensure campus resources prioritize diversity**

- Highlight other resources on campus (e.g. DACA Center, etc.) that show the commitment of the campus towards diversity.

**Make revisions to the FAM and other policies**

- Change the FAM that govern the faculty search process to ensure that search committees are diverse.
- Revise the "Assigned Time for Exceptional Service Award" policy to ensure it addresses the issue of cultural taxation.
- Change the FAM as it restricts our ability to do "opportunity hires" or spousal hires.
- Establish policy for spousal hires of faculty members that include non-academic positions. Improve access and provide information regarding child care.

**Provide additional support for potential faculty**

- Reward faculty for doing effective innovative ideas to assist and support our students and teaching.
- Provide housing incentives for faculty/staff/administrators who live close to campus.
- Support and promote lower workloads and better salary.
- Offer competitive packages.
- Offer competitive salaries for intersectionality.
- Provide housing information (real estate/apt agencies).
- Provide spousal hiring and opportunities for spouses.
- Focus on better marketing of benefits and intangibles and market Southern California
- Make offers that are realistic for individuals to be successful. Include funds for start-up and professional development activities.
- Encourage finalists to negotiate their salary, signaling that we really want them.

- There needs to be a balance for faculty to do all areas of their work.
- Engage in high impact practices like service learning.
- Spend more time with the candidates. Be attentive and accessible to them during the recruitment process.

### **Expected Outcomes**

- Increase the diversity of our pools in the next 2-3 years.
- Increase faculty of color by 20% in each college by 2021. Utilize all available methods for recruiting qualified and diverse faculty.

### **What can faculty/chairs/administrators do to improve our hiring processes?**

#### **Be intentional with networking and select conferences that will help us with recruiting a diverse pool**

- Attend at least one diversity-based recruitment event (e.g., Black Doctoral Network) annually to increase potential candidates of color.
- Network to promote diverse recruitment (e.g. professional affinity groups).
- Reach out to and attend diversity conferences (e.g. HACU, SACNAS).
- Be in the recruiting mode all the time and look for opportunity hiring.
- Ask new faculty to utilize their networks at their graduate university.
- Focus on professionals who are "up and coming" that have potential (even if they lack some of the traditionally accepted experience).
- Be intentional about tapping personal networks for potential candidates to help recruit potential candidates.

### **Cultural Taxation**

- Offer assigned time for enhancing diverse activities and cultural taxation
- Cultural taxation should be avoided to ensure that it is clear that the sense of inclusion comes from all constituencies.
- Try not to overburden the URM faculty to allow for development.
- No advising for the first year-intentionally reduce cultural taxation
- Review diverse faculty service requirements to make sure they aren't paying a "cultural tax" because of their race.

### **Design a systematic recruitment process (training, sample templates)**

- Need templates for hiring documents: job descriptions, interview questions.
- Ensure, administratively, that the required training happens so the search committee can go forward, include other aspects of training such as other FAM rules in the process.
- Create and use a rubric that outlines weighted, standardized candidate evaluation criteria.

### **Identify what we are looking for and give opportunities to the CSUSB community (students)**

- Create a pipeline program for our own graduate students to help them gain employment and perhaps eventually cycle back to CSUSB.
- Recruit faculty who are more interested in teaching and working with our students.

### **Advocate for a more user-friendly, efficient hiring software (NeoGov)**

- Make NeoGov less onerous for applicants.
- Streamline the NeoGov process.

### **Focus on fostering a positive interview experience for potential candidates.**

- Complete list of contact people to have finalists to meet, specifically re: diversity initiatives and other aspects of campus that are welcoming to diverse applicants.
- Skype candidates to create a connection with them.
- Providing an honest overview of the campus, giving both the positive aspects and how we are addressing areas of concern. Highlight all of the professional development opportunities that are available for faculty.

### **Allow candidates to have a customized campus visit based on their needs and interests.**

- Invite outside, racially diverse faculty as part of recruitment committee.
- More contact with students for the candidate, and have students of color talk about what it is like for them.
- Spend more time in their visit. Two or three days.
- Have an applicant go out with members of an affinity group.
- Get applicants to meet researchers in their areas of specialization.
- Give a tours of what the area has to offer.

### **Collect and assess data (candidates in the hiring process, candidates who receive offers, current faculty)**

- Assess why candidates are not accepting offers, and disaggregate data.
- Do a capacity assessment in our colleges to gauge our readiness for faculty of color.
- Assess how URM perceive the hiring process.
- Establish research collaborator.

### **Focus on retaining faculty**

- Pay attention to retaining diverse hires, which would decrease the need to continue to hire new faculty.

### **Other recommendations**

- Expand the PhD project
- Create a calendar of religious holidays to honor diverse faculty religions/observances during the recruitment process.
- Provide a summer stipend to department chairs to do outreach.
- Onboarding needs to be streamlined, modernized, and responsive to the needs and interests of the individual.
- CSUSB website should feature information about community.
- Increase recruitment budget for departments.

### **Expected Outcomes**

- Improve the search process which will result in a highly qualified applicant pools and improve yield rates. Significantly increase the number of faculty of color over the next few years.

### **What are our shared responsibilities to create a welcoming/inclusive environment?**

**Define as an institution, what it means to be “welcoming” and “inclusive” and ensure that it is communicated at all levels**

- Create departments and colleges that are more diverse and collegial, and have a majority of underrepresented faculty who describe the college as welcoming and inclusive.
- We should have structures that supports welcoming environment that happens at each hierarchical level - university, college, and local department. This includes sharing the mentoring network.
- Define what it means to be a welcoming environment to ensure a campus unified commitment to inclusion. Shared responsibility is critical to creating a welcoming group.
- Think beyond just race and gender- there has been no mention of LGBTQ community today.
- Foster a culture of honesty, support and professional development.

### **Support faculty through effective mentorship**

- Provide mentoring through organizations, the college, women collaborative fellowship, help them with the day-to-day challenges of adjusting to a new environment
- Initiate various mentor programs (including mentor with similar backgrounds).
- Effective mentoring and support for the new hire and let the new hire choose their mentors. Have the faculty in department that support the new hire.
- New faculty should have a mentor assigned.
- Faculty mentors in affinity groups not just in the same department.

### **Host activities and events to help engage new faculty.**

- The president and provost should have a luncheon with new faculty and schedule it as an on-going event with deans.
- Encourage the new faculty to attend university/faculty events/development along with a mentor to guide them.

### **Support new faculty**

- Serve the new faculty to manage workload and be more effective with students.
- Supporting new faculty by slowing introducing them to service obligations (i.e. protecting them from the pressures of being asked to do too much service too soon).
- Shield and protect new hire from the department politics and differences among the faculty. Have social functions in the department with faculty, students and staff each term to have the new hire be a part of the department.
- Have an open-door policy with new faculty.
- Make sure new faculty are aware of different people inside and outside of the department with whom they can feel comfortable to communicate on difficult issues, and

have Chairs encourage new faculty to do so (and demonstrate that Chairs are not threatened by that).

- Introduce new faculty to as many people on campus and community leaders as well as affinity and professional organizations/groups.
- Distribute workload among faculty equally and have collective responsibility among department faculty and not to overburden the new hires.
- Allow them to choose the tasks that they are willing to take on without pressure.
- Check in on faculty and be an ally and a sponsor (not just a mentor) - go beyond mentoring.
- Pay attention to mental health of current faculty.

### **Expectations in RPT should be clear, and communicated upfront**

- Have clear criteria and expectations for RPT and provide effective advising of new hires when they are ready to be tenured and promoted to prevent feeling of rejection.
- Revising the RPT guidelines and finding the balance between specifics and general guidance.
- The current evaluation system keeps untenured faculty in a precarious position, and an unwelcoming, anxiety-filled atmosphere for newcomers; a general atmosphere free of bullying and harassment should be created as a baseline; some dept. or college RPT criteria are restrictive
- Provide documentation on promotion and tenure to candidates so they understand the expectations.
- Engage Affinity groups in the search process to retain new faculty and have them be successful through the RPT process.

### **Expected Outcomes**

- Develop a welcoming, inclusive, and positive work climate for all, where everyone feels valued and appreciated.
- Make the commitment across the organizational levels to share in the responsibility of creating an inclusive environment to avoid inconsistent experiences for applicants and new faculty. Demonstrate a commitment to authenticity.

### **What can faculty/chairs/administrators do to mitigate the unique challenges faced by minority and/or underrepresented groups?**

#### **Reduce stress caused by unique challenges faced by URM groups.**

- Meet with faculty and review best practices to understand the unique challenges of faculty of color. Be explicit and intentional in curbing those challenges.
- Prioritize what we are asking URM groups to do.
- Institutionalize rewards for invisible labor.

#### **Promote and continue to prioritize professional development**

- Provide professional development for department chairs and deans to help them recognize what URM groups do.

#### **Make campus a safe environment to speak up about differences and social injustices**

- Watch for micro-aggressions and call them out when they happen.
- Speaking out against injustice without fear of retaliation.

### **Encourage communication and self-advocacy**

- Be careful on not exploiting the URM faculty. Look beyond the obvious characteristics of the URM group. Encourage and allow all individuals to self-report their needs to the Chair and the faculty. Some people just want to blend with the group.
- Open communication to listen to their challenges in class and career development. Make the invisible more visible.
- Be intentionally inclusive at all times. Observe group dynamics so that all voices are actually heard.
- Have a faculty handbook with resource guide and organizations that they may want to joining participate.

### **Help to protect URM faculty from being overburdened**

- Monitor the service commitments of diverse faculty and how invisible workload is quantified and recognized;
- Advise against too many service activities.

### **Assess RPT process and establish policies that are fair**

- Encourage underrepresented to conduct new types of research that are published in more diverse publications. The work in "sub journals" may be at the cutting edge of the discipline and should be recognized (with a review of rigor).
- Review the weight of the work of social justice work/volunteer service/community engagement in the RPT process.
- Value the role the faculty member plays in the local community as a role model/mentor.
- Address bias in the RPT process. Make sure that faculty have equity in resources including release time.
- Establish better policy for maternity leave, so there is equity across the board rather than differences by department, chair, etc.
- Implement behavior based hiring, with teaching demonstration, research impact, and service examples.

### **Provide specific training for RPT evaluators**

- Facilitate training with RPT evaluators on ways to differentiate between niche and predatory journals. A good place to start is to subscribe to Cabell's Predatory Journal database.

### **Expected Outcomes**

- A happier, healthier, more fulfilled faculty who continue to engage in the classroom, department and discipline.