

GOAL 1: Improve recruitment and retention of traditionally marginalized faculty

Goal defined: Actively support efforts to increase recruitment and retention of faculty from marginalized and excluded populations in the College of Liberal Arts. The implementation will take place in 2018- 2019 with the financial and administrative support of the Dean's office.

Analysis

- Survey departments on the extent to which efforts for recruitment and retention are in place or are needed regarding the writing of position descriptions, job advertising, and search committee practices (recruitment), attrition and mentoring of faculty (retention).
- Explore perceptions of the College of Liberal Arts climate by obtaining feedback from faculty through interviews, focus groups, and data from 2016 employee campus climate survey and the Report to the Standing Committee on the Status of Women Faculty.
- Collect data on best practices from other units on campus and peer institutions for recruitment of and support for traditionally marginalized faculty.
- Collect data from Faculty Staff Activity System on current faculty teaching and research efforts around inclusivity and diversity.

Design

- Create and disseminate guidelines for best practices for recruitment of diverse faculty for the 2018-19 hiring season. Led by Senior Associate Dean Alex Bernasek, hold a college-level search chair meeting to discuss college values, priorities, and guidelines. Support the development of job descriptions that articulate a commitment to inclusive excellence.
- The college will create an RFP based on the department surveys and analysis for a "cluster hire" of 3-5 faculty in related areas (not necessarily in one department) of teaching and research related to diversity and inclusivity in the college. Include opportunities for collaborative research, engaged scholarship, and team teaching.
- Support the establishment of faculty mentoring programs for new and probationary TTF and NTTF from traditionally marginalized groups through introducing best practices and guidelines. Develop infrastructure for faculty affinity groups to increase connections, networks, and support within the college and across campus, in collaboration with the Multicultural Staff and Faculty Network and Office of Diversity.

Implementation

- Identify departments that will participate in the "cluster hire" of 3-5 faculty in pursuit of diversity and inclusion. Under the leadership of Senior Associate Dean Bernasek, departments who participate in the cluster hire will collaborate on developing best practices in search processes, work together to create job descriptions, job ads, develop plans to encourage collaboration among faculty in research and teaching, and provide intentional mentorship with an eye towards retention. Search committees would be required to meet as a group in preparation of the hires for Fall of 2020.
- In required application materials, ask applicants to include a statement of how they have and will contribute to diversity and inclusion efforts.
- Include in job qualifications for TT hires intentional statements about department goals with respect to diversity and inclusion.
- Establish a faculty mentoring program within the college and, in conjunction with campus partners, plug into or create affinity groups.

Evaluation

- Track increase in number of underrepresented faculty.
- Track increase in number of faculty whose research and teaching is focused on historically marginalized populations/subjects and/or whose areas of expertise relates to the increased retention of marginalized students.
- Track promotion trends by underrepresented faculty.
- Evaluate the search process and search outcomes for TTF in terms of effectiveness in furthering our goals with respect to recruitment of traditionally marginalized faculty.

GOAL 2: Improve retention of marginalized students

Goal defined: Actively support efforts to increase retention of students from marginalized and excluded populations in the College of Liberal Arts by improving cultural climate. Implementation will take place in 2018-2019 and with the financial and academic support of the Dean's office.

Analysis

- Explore achievement gaps between student populations (first generation, race, gender, etc.) through Institution Research Data and SSC Campus analytics.
- Survey departments on the extent to which efforts for retention of students and awareness of cultural climate are in place or are needed.
- Explore perceptions of the College of Liberal Arts climate by obtaining feedback from students through interviews and focus groups.
- Collect data on best practices from peer units and from CSU's Student Satisfaction survey for fostering an inclusive climate for students.
- Utilize national and state demographic trends of secondary school and community college student populations to prepare for shifting priorities, including outreach, engagement, recruitment, and student success.

Design

- Support the development of and/or increase support for programs that work to reduce achievement gaps .
- In collaboration with the Office of the Vice President for Diversity and Vice President for Student Success, encourage knowledge and participation of inclusive pedagogical practices and develop guidelines for all faculty around inclusive pedagogy.
- In collaboration with the Office of the Vice President for Diversity, develop sustainable and consistent programming for faculty and staff aimed towards inclusive pedagogy.

Implementation

- Continue to work with faculty and ASCs in departments on awareness and mitigation of achievement gaps for underrepresented students.
- Encourage and incentivize participation in professional development opportunities such as the Faculty Institute for Inclusive Excellence and the Creating Inclusive Excellence Programs.
- Implement workshops to enable discussions and provide resources about how to enhance the learning environment from an inclusive and intersectional perspective.

Evaluation

- Track increase in retention of underrepresented students.
- Track decrease in achievement gaps over time by student group.
- Track number of faculty who participate in inclusive pedagogy workshops and training.
- Track subjective assessments of students of color in how they perceive the learning environment in CLA.

GOAL 3: Create college-level Coordinator of Diversity and Inclusion Initiatives

Goal Defined: Create 50% college-level position to coordinate efforts for faculty recruitment and retention and inclusive pedagogy and practices. This position will be in place in the 2018-2019 academic year and will be funded through the CLA Dean's office.

Analysis

- Assess initiatives in other colleges and units at CSU to determine how this position has been shaped elsewhere.
- Explore national trends and data around the operation of such a position.

Design

- Write position description with specific duties and first-year goals of the position detailed.
 - This individual will take leadership of the 2018-2019 diversity and inclusion goals and initiatives in the college and will work closely with the dean and associate deans. They will serve as the College's representative on the President's Commission for Diversity and Inclusion, will help form and lead a college-level committee for Diversity and Inclusion. They will collaborate and regularly communicate with campus partners, including the UVPD, the Student Cultural Centers, and CLA departments.

Implementation

- Write the position description by Fall 2018.
- Conduct the search during the Fall 2018 semester.
- Hire the Coordinator of Diversity and Inclusion for Spring 2019.

Evaluation

- After one year in position, assess progress on college goals.