

## **Inclusivity & Diversity Committee**

**November 14, 2019**

**2:00 – 3:30 PM**

Present: Tishra Beeson, Kandee Cleary, Bobby Cummings, Alexis, Daggett, Jeffrey Dippmann, Jonathon Henderson, Emilie Hobert, Grace Ke (on the phone), Mishel Kuch (on the phone), Nicki Kukar, David Peña-Alfaro, Nelson Pichardo, Sarah Scott, Walter Szeliga, Olivia Vester, Lily Vuong.

### **I. Workforce Diversity Program**

Kandee Cleary shared a Power Point related to this topic during discussion.

VP of Inclusivity has been working with the Program Management Office on a diversity hiring plan, including elements of current status and upcoming goals.

Charges from the Board of Trustees and the president during the State of the University have bolstered this drive, specifically increased diversity among faculty and staff by five percent in the next five years (100 people). Formulated over the summer, Walter Szeliga and Amy Claridge from Faculty Senate were part of the discussion. The project plan was limited to the very narrow topic of race and ethnicity, but best practices demonstrated a need to increase the scope of what constitutes “diversity” to include gender identity, LGBTQ+, First Generation, veterans, etc.

According to the Project Plan illustration, most components of the plan are on mark, only the schedule for rollout is listed as “at risk” because plan had not yet been socialized across campus (deadline to begin was Oct 30). Plan will be presented to ADCO, provost council, PBAC, etc. The Project Plan is a living document that can always be modified with input from stakeholders. Buy-in has to come from bottom up, top down, all sides.

Part of plan tracks and manages workforce data. This is where accurate data challenges arise because every position that has ever existed on campus exists forever, whether the position is open or not.

The Diversity Plan focuses on recruiting. Quick wins will build momentum. Relating to position descriptions (PDs), best practices demonstrate that the more the ability to work with diverse populations is featured, then increased diversity in the candidate pool follows. Include diversity subject matter in hiring checklists, qualification requests (i.e., “What experience do you have working with diverse groups?”), and factor into hiring foci of deans, search committee chairs, and search committee members.

The new inclusivity resource webpage is live: <https://www.cwu.edu/inclusivity/>

Oregon State University developed a “Diversity Advocacy Program,” which will also be implemented here. It has been successfully modelled at other universities.

Faculty of color tend to become overburdened to represent minority populations on search committees, etc. Inclusive advertising and additional best practices will provide some quick wins.

Recently, both COTS and CAH have been using more inclusive position advertising, and position descriptions. They are sending people to conferences to recruit diverse faculty. This can result in cluster hiring for the colleges.

Another recommendation is to implement implicit bias training for everyone. Everyone has it, so recognize it, be conscious and intentional.

Retention is where this plan is weakest. Faculty from the Employee of Color Equity Council (ECEC) are looking at the obstacles faculty face as far as retention. Mentoring helps; review processes may have obstacles, one group is looking at exit interviews; looking for data. Kandeel will go to stakeholders for feedback and to develop concrete initiatives related to retention.

Faculty Senate had a committee on gender. They recommended a campus climate surveys every four years. Also need to increase definition of diversity: gender identity, LGBTQ+, first gen, vets, etc. However, disclosure of LGBTQ+ status may not be safe due to current national / cultural environment.

CWU needs to show more support for ethnic and gender studies programs. Develop the tenure track programs that were just removed.

Kandeel is looking at modifying university-wide policies and procedures to be more inclusive.

Jeff Dippmann is working to codify ethnic studies support. The Diversity Equity Center has a “room” for ethnic studies office hours. Also looking to chair a liberal studies position in CAH. About 50 percent of position will be interdisciplinary.

To support the rollout: Take this information back to respective colleges and departments. Think about how you would like, as a committee, to be involved in implementation of this plan.