

CHAIRS AND DIRECTORS MEETING MINUTES

Wednesday, January 27, 2016

Ellis 113

1:00-3:00 p.m.

L. Bauer, J. Bender, S. Bergmeier, B. Carlson, J. Dyer, T. Eisworth, R. Frank, J. Gilliom, S. Gradin, L. Hatch, D. Ingram, K. Jellison, D. López, C. Mattley, B. McCarthy, S. Miner, R. Muhammad, W. Owens, B. Partyka, A. Ritchie, L. Schoepner, E. Schulz, B. Shambora, C. Thompson, M. Vis, J. White, M. White

1. Information items

a. Redcap (Steve Evans)

Steve Evans was not available to attend the meeting. Redcap is a research/data base used in the handling of human subject related research.

b. Career advisor search

The search is moving forward to replace Jessica Carter, CAS representative in the Career & Leadership Development Center.

c. Director of external relations update

Lisa Cohen, Director, External Relations, is expected to arrive in mid -March.

d. Workload documents

CAS continues to implement new work load policy. As of today 4 departments have submitted new documents. The College is hoping to see more.

e. Graduation reception

The group decided to continue the tradition of the College hosting a Graduate Reception in honor of CAS Graduate Students. Past receptions have been held in the lobby at Clippinger - some concerns were expressed regarding the lack of space. This year's graduation is Friday, April 29. Schoepner will look into space/venue options.

f. Nominations for college awards

College award nominations are due April 1, 2016. Nominations for the outstanding faculty research award require three nomination letters – 1 from an external reviewer. Last year no nominations for this award were received. The Committee considered the pool from the prior year making two awards. Note – this is not a life time achievement award and can be active at any point in the career.

g. Alumni e-newsletters

If your department wants to put together a newsletter or has alumni data please contact Lori Bauer. No more PDF newsletters.

h. Plan to enhance admissions

Per the Office of Admissions the top 3 things to do to enhance admissions are:

- Letter from Department Chairs
- Post cards from students
- Phone call contact

Gilliom noted that CAS is working in conjunction with the Office of Admissions on yield letters. The post card project is also getting started. CAS students will hand write postcards and send to next year's perspective/accepted incoming freshmen.

The Office of Admissions is looking to hire students from social sciences and humanities for February/March to make phone calls to perspective students. These are hourly positions and training will be provided.

2. Discussion item
 - a. Diversity and Inclusion Committee recommendations

Committee members: J. Grant, C. Anderson, A. Chavira Prado, S. Clarke, D. Lopez, C. Mattley, R. Muhammad

In representing the Committee J. Grant presented a power-point regarding the College and Commitment to Diversity. (see attached PP presentation)

The Committee identified the need for an action plan for recruitment, retention and promotion of faculty of color in the College and its importance university wide and to students.

A list of suggested highlights from the action plan included the following.

- have campus conversations to raise consciousness about "hiring bias."
- Dispense literature and have campus programs that dispel myths about diversity hiring
- Devote time for discussion and plans regarding racial diversity at retreats
- College should sponsor speakers, reading groups, etc. on relevant topics
- Provost should be asked to actively support the CAS plan verbally and financially
- All leaders should stay on point with consistent message about racial diversity at all levels of institution (in retreats, meetings, web presence, etc.) to create new awareness about the seriousness of purpose and institutional commitment.
- The Dean should meet with search committees before search to underscore diversity plan, and after search for debriefing
- Consider a CAS diversity advocate chosen from faculty to aid in all faculty searches
- Implement use of template to encourage the application of consistent criteria for faculty who are voting on hiring
- Longitudinal data should be kept by the College and University to track progress in areas of hiring, retention and pay equity with faculty of color
- It is recommended that a tangible goal be set to increase Group I faculty of color by 5% within three years
- Creatively use "cluster hiring," and the leveraging of dual career searches
- Consider innovative models from other university; e.g., Cornell's model, hire ABD's with intent and plan to bring them into group I positions, keep a ready pool of diversity candidates even if there is no job, recruit from adjuncts and guest speakers, align department needs with institutional diversity goals.

It was suggested the Dean review the above and pick 4-5 items to act on and in addition incorporate some of the suggestions into Departmental workload policies.

Grant will follow-up with the Dean regarding next steps.

Commitment to Diversity

An action plan for the recruitment, retention and promotion of faculty of color in the college of arts and sciences

Judith Grant, Committee Chair; Professor and Chair, Department of Political Science

Cindy Anderson, Associate Professor of Sociology and Anthropology

Alicia Chavira Prado, Special Assistant to the Vice Provost for Diversity and Inclusion

Shari Clarke, Vice Provost for Diversity and Inclusion

Dina Lopez, Professor and Chair, Department of Geological Sciences

Chris Mattley, Associate Professor and Chair, Department of Sociology and Anthropology

Robin Muhammad, Chair and Associate Professor, Department of African American Studies

CAS Diversity Committee

Presentation to CAS Chairs and directors

January 27, 2016

Why we need this plan

No current strategic plan for CAS

Lack of attention to diversity at College retreat and other key meetings

Few faculty of Color in CAS

Low retention rate for faculty of Color in CAS

Salary differences

Differences in rank and placement in untenured positions

CAS and Ohio University are out of step with national attention to race.

Diversity is important for our students

National examples of student protests to

◦ hire more minority faculty

◦ remove the names of donors and patrons implicated in colonialism and racism from buildings

◦ include questions about microaggressions against students in faculty evaluations

Campus Climate Questions to Ask:

- Does the institution support ethnic studies programs?
- Does the campus have research centers about race?
- Have there been racial incidents on campus? How have they been handled?
- Are there a significant number of faculty of color?

- Are people of color the only ones to raise issues of diversity?
- Is there uncomfortable silence among whites when it is raised?

Not addressed in Ohio University's Campus Climate Task Force Report, 2015

"How to Create a Hostile Environment"

Take a really simple set of solutions—concrete resources and a will to act to change things—and make diversity into a really complicated and difficult problem. This is most effectively accomplished by standing firm in the belief that you can will "diversity" into existence saying over and over how badly you want it, but making sure to avoid exerting resources, changing institutional priorities, or having difficult conversations about race with white faculty, administrators or students (also, make sure to tolerate those folks' resistance while packaging that tolerance as "collegiality").

-Jennifer Harvey, April 28, 2015

12 RULES (OOPS, 13) FOR MAINTAINING A RACIALLY HOSTILE ENVIRONMENT AT YOUR INSTITUTION

Interventions

Stay on point with message that DIVERSITY MATTERS

- Message must come from the top (Dean and Provost) and must be reinforced by the Dean to search committees
- Dean should meet with search committees to reiterate the message
- Department Chairs and other relevant academic leaders must also repeat the message
- Message must be accompanied by funded initiatives and action

Paving the Way

Dean and Provost make Diversity a priority by:

- announcing the action plan
- posting it on websites
- devoting resources
- talking to Chairs and other stakeholders in a systematic way
- Inviting Diversity Commission to give presentations and hold Q&A sessions

Administrators must pay attention to larger campus climate issues

Not having enough faculty of color is itself a sign of a poor campus climate

Diversity Planning at All Levels

- Have plan in place before fall searches
- CAS Budget process should incentivize diversity hiring
- Longitudinal data should be kept on race, gender, publicized and reviewed
- Set a tangible College-wide goal to increase percentage of faculty of color to 5% Group I FTE within three years
- pay equity should be assessed, publicized and progress publically posted

Hold Campus Events

- Do programs on “hiring bias” and show documentation about the phenomenon
- Faculty panels about diversity in specific fields
- Invite consultants to speak to CAS
- Have reading groups by leading researchers in the field of diversification higher education
- Devote time at retreats to diversity

Concrete, Creative Hiring Plans:

Cluster Hiring

- No one is a token
- Creates Community
- Signals seriousness of the commitment

“Having sizeable number of faculty of color in place is itself a good retention strategy.”

- Dale Rogers Marshall, President Wheaton College

Open Searches: The Cornell Model

“The College of Arts and Sciences at Cornell University is seeking to hire a tenure-track assistant professor in some area of the humanities or qualitative social sciences. We are especially interested in considering applications from members of underrepresented groups, those who have faced economic hardship, are first-generation college graduates, or work on topics related to these issues. Candidates must have a Ph.D. officially awarded no later than July 1, 2016. The successful candidate will demonstrate outstanding promise of contributing to Cornell's excellence in teaching and research in the humanities or qualitative social sciences.”

Think Creatively

- Contract with ABD's to complete doctorate while teaching 2 sections same course.
- Person receives tuition remission to home school, office, travel and equipment and .75 FTE appointment
- Upon completing, they are guaranteed conversion to tenure track appointment

Other Strategies in Hiring

- Leverage partner hiring, dual career couples' needs
- Have a ready pool of Diverse faculty even where there is no job
- Use adjunct positions and guest speakers as a way to recruit
- Align Department Needs with Institutional Diversity Goals
- Faculty fellowships for visiting faculty of color
- Do not design overly narrow job ads

Dispelling Myths about Diversity Hiring

"There are no Black candidates..."

From 2000-2010, there has been a 43% increase in number of PhDs awarded to Blacks.

- 1999-2000 = 7,080
- 2009-2010 = 10,417
- Total PhDs awarded in 2009-10 = 140,505
- 7.4% of PhDs awarded to Blacks

Yet, the average increase in black faculty appointments at traditionally white institutes (TWIs) during the same period was about 1.3 percent.

- The percentage of Black faculty at TWIs today is 4%

National Center for Education Statistics, 2012

More Myths about Diversity Hiring

- Our institution cannot compete because "everyone wants them"
- We cannot match salaries
- There are "no qualified candidates" in our field
- Faculty of color would not want to come to this region

- Recruiting for diversity takes away from white applicants
- We currently hire on merit with no racial bias

Research shows that...

- Only 11% of faculty of color are actively sought by several institutions simultaneously
- Many faculty of color are underemployed
- Faculty of color are not being hired at the same rate as whites
- There is a bias towards certain institutional pedigrees that disadvantages faculty of color
- People of all races have bias against candidates of color

Things that Create Bias

- Body types: evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis)
- Students more often chose white candidates than African American candidates, indicating their willingness to give members of the majority group the benefit of the doubt (Dovidio and Gaertner).
- *“Even the most well-meaning person unwittingly allows unconscious thoughts and feelings to influence seemingly objective decisions.”* MAHZARIN R. BANAJI
- Evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis).
- Job applicants with “white-sounding names” were more likely to be interviewed for open positions than were equally qualified applicants with “African American-sounding names” (Bertrand and Mullainathan)

● The Heidi Howard study
Before the Search

- Dean and Chair meet with search committee to underscore need for diversity
- Hand out data on diversity in the CAS
- Document the search process and how diversity was addressed

Diversity Advocate

- Appointed by the College
- Will meet with search committees to discuss ways to recruit faculty of color, to discuss hiring bias issues
- Will have a clear written mandate
- Will report to the Dean

During the Search

- Interrupt “Hiring Bias”
- Potential candidates with faculty that share similar interests and backgrounds

Use a template to apply criteria consistently to all applicants

Please indicate which of the following are true for you (check all that apply):

- Read applicant’s CV
- Read applicant’s statements (research, teaching, etc.)
- Read applicant’s letters of recommendation
- Read applicant’s scholarship (indicate what)

Please rate the applicant on each of the following:

- Potential for scholarly impact / tenurability
- Evidence of strong background in field
- Evidence of [particular] perspective on [particular area]
- Evidence of teaching experience and related strengths
- Potential to contribute needed courses

...and

- Do not stress one element over others (letters, prestige of institution, etc.)
- Discuss whether minority candidates are subjected to different criteria and ask yourself about your assumptions
- Are candidates from other than very top schools being undervalued?
- Do we need the top researcher? Or would we rather have the most interesting or a top teacher?

After the Search

- Debrief with the search committee, diversity advocate and the Dean about why faculty of color were or were not part of the search, and were or were not hired.

Retention and “closing the loop”

- Exit interviews for all faculty, especially faculty of color
- Follow ups with people and problems that may have been mentioned by the faculty member in the exit interview

- Fix the problems mentioned by the faculty members, where applicable

References

UM ADVANCE Program September, 2014

12 rules (oops, 13) for maintaining a racially hostile environmen...

<http://livingformations.com/2015/04/28/twelve-rules-oops-thirt...>

Columbia University Guide to Best Practices in Faculty Search and Hiring

Turner, Caroline Sotelo Viernes Diversifying the Faculty: A Guidebook or Search Committees. AACU, Washington, DC.

<https://www.ohio.edu/hr/employment/search/index.cfm>

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<http://livingformations.com/2015/04/28/twelve-rules-oops-thirt...>

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/its-2015-where-are-all-the-black-college-faculty/?postshare=1591447324616119>

<http://facultyhiring.uoregon.edu/about-this-site/>

<http://academicplanning.columbia.edu/best-practices-faculty-search-and-hiring>

<http://www.engr.washington.edu/lead/biasfilm/best-practices/>

Accessing *Interrupting Bias in the Faculty Search Process*

<http://www.engr.washington.edu/lead/biasfilm/request-form2.html>

<https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>

<http://advance.umich.edu/good-practices.php>

<https://www.ohio.edu/hr/employment/search/index.cfm>

<https://nces.ed.gov/fastfacts/display.asp?id=72>

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