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Diversity Challenges in the CSU: One Union's Response - Handouts

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Key Goals
Council for Affirmative Action
August 7, 2008

The CFA Council for Affirmative Action is dedicated to promoting and supporting diversity within the CSU and within CFA. The CAA is committed to protecting faculty from discrimination based on race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, or veteran’s status. The CAA’s responsibilities include being vigilant, assuming leadership, organizing, and taking action to ensure CSU and CFA goals toward the promotion of diversity and affirmative action practices. In order to fulfill our mission the following key goals, the foundations of which were set at the CFA Assembly in October of 2007, have been adopted:

Bargaining
1. Ensure there is enough money in the CSU system to:
   o Provide access to a quality and affordable education for our underrepresented students.
   o Attract and retain new faculty of color and women to the CSU.
   o Protect the positions of all faculty, but especially those of women, people of color, and other historically vulnerable faculty.
   o Provide competitive salaries for all faculty, but particularly for faculty of color and women, as anecdotal evidence suggests that they are often hired at lower starting salaries.

Representation
2. Make sure that all members of our bargaining unit are treated fairly on the job:
   o Identify and oppose discrimination in hiring, retention, tenure, and promotion.
   o Protect the contractual and due process rights of all Unit 3 employees, including the appointment rights of Lecturer faculty.
   o Identify and support efforts to provide reasonable accommodation(s) to disabled faculty. If failure to provide adequate accommodation(s) is identified, seek to address the problem(s) through appropriate means.
   o Seek to address identified problems through representation, bargaining, legislation, and/or organizing, whichever is appropriate.

Political Action
3. Make sure that we are active in political work:
   o Elect people to office who will work to support diversity and fairness in the university, provide the resources our system needs, and carry legislation that will enhance fairness and opportunity on our campuses.
   o Support and work on behalf of initiatives that will protect and enhance the lives of our underrepresented students and faculty of color and women.

Community Relationship Building
4. Build close relationships with students and the community:
   o Support diversity on campus.
   o Ensure access to the university and student success (i.e. EOP) for underrepresented groups.
CFA Council for Affirmative Action
Mission Statement

I. Council for Affirmative Action (CAA) Mission and Responsibilities

The CFA Council for Affirmative Action is dedicated to promoting and supporting diversity within the CSU and within CFA. The CAA is committed to protecting faculty from discrimination based on race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, or veteran’s status. The CAA’s responsibilities include being vigilant, assuming leadership, organizing, and taking action to ensure CSU and CFA goals toward the promotion of diversity and affirmative action practices.

II. Goals and Objectives

A. Advisory Role

The CAA Chair serves on the CFA Board of Directors (BoD) as Associate Vice President for Affirmative Action. Two members of the CAA also serve on the CFA BoD.

The CAA has an advisory role to the CFA BoD, President and General Manager.

The CAA advises the CFA Membership and Organizing Committee regarding recruitment of CSU underrepresented faculty for membership in CFA and in the CFA leadership.

Based on the annual census taken at the CFA State Assembly, the CAA advises the CFA BoD regarding representation on the State Assembly with regard to ethnicity, gender, sexual orientation and disability, and seeks to balance representation in order to maintain equity.

The CAA advises the CFA BoD with regard to legislative and policy positions that affect underrepresented groups.

B. Education, Promotion, Support of Affirmative Action Policy and Implementation

The CAA educates faculty regarding the meaning and importance of Affirmative Action, non-discrimination and diversity, including their legal/political aspects. The CAA engages with other committees and other groups to provide CSU faculty with education and information, through active participation of faculty, e.g., diversity and leadership conferences and local activities.
The CAA monitors and supports student equity programs and successes, and may provide funding to support leadership/organization activities related to diversity issues affecting students; assists students in obtaining full funding from CSU for student diversity programs on campuses.

The CAA develops, supports, and promotes local and statewide diversity events to advocate diversity and Affirmative Action practices related to CSU faculty and students.

The CAA provides direct assistance to individuals from underrepresented groups seeking positions within the CSU, through the development of pre-hire flyers, advertising on websites, updating CFA information and publications, etc. regarding availability of CSU positions; develops a bank of potential candidates to increase ongoing recruitment and develops effective means and strategies of recruiting.

The CAA actively promotes efforts to recruit diverse faculty into CFA leadership positions within the organization and works to create a climate that encourages participation among underrepresented faculty.

C. Analysis and Education

The CAA evaluates the record of campuses to ensure adherence to Affirmative Action policies and practices; creates methods for calling attention to campuses that support Affirmative Action; takes positive steps to ensure fairness, non-discrimination and equity for all faculty, through such means as the creation of a scorecard or report card for Affirmative Action/diversity efforts; and calls attention to campuses that fair well/fair poorly with regard to Affirmative Action/diversity efforts.

The CAA publishes accomplishments of underrepresented faculty, demographic information and other statistical information by campus; promotes the idea that excellence and diversity are not mutually exclusive; publicizes the obstacles faced by diverse and underrepresented faculty, such as in the report, *Racism in the CSU: Faculty of Color Speak Out*.

The CAA analyzes Affirmative Action policy and practices with regard to membership and personnel; addresses and analyzes CSU Plans and the Master Plan on Higher Education with regard to Affirmative Action policy, diversity issues, and issues of equity, and under-representation.

The CAA gathers critical data, studies and information regarding issues of diversity that have a high impact on CSU faculty and students.
The CAA supports faculty research on issues affecting diversity and underrepresented faculty on CSU campuses.

**D. Advocacy Role**

The CAA advocates diversity and equity among faculty to promote positive responses and reactions to faculty diversity and Affirmative Action policies.

The CAA advanced bargaining proposals that address faculty diversity/Affirmative Action issues. We advocate and support recruitment of underrepresented candidates for faculty and other academic positions.

**E. Public Relations**

The CAA establishes positive relations with outside organizations and groups to promote Affirmative Action issues, e.g., CCA, CTA, NEA, AAUP, APC, SEIU and others.

The CAA conducts ongoing “summit” meetings with the CSU joint labor-management committee to deal with issues of non-discrimination and with other Affirmative Action and diversity issues.

The CAA published newsletters, articles, reports and other information for the California Faculty and other CFA publications that highlight Affirmative Action efforts and the excellence demonstrated by diverse faculty.

The CAA ensures that all CFA Affirmative Action policies and activities reflect California’s diverse population in CFA publications and in other media outside of CFA.

**F. Organizing**

The CAA develops coalitions with student organizations, university, staff and community groups with regard to diversity and Affirmative Action issues.

The CAA develops coalitions with other unions on issues of diversity and Affirmative Action and participates in activities and functions of other organizations to promote Affirmative Action policies and practices such as CTA and CCA Diversity Conferences.

The CAA organizes Affirmative Action/Diversity Committees on each campus, and establishes a network of local contacts to strengthen ties to community groups involved in diversity and Affirmative Action issues.
The CAA develops partnerships with groups such as caucuses within CFA for the purpose of addressing and promoting issues of diversity, equity, and access within CFA.

The CAA organizes and sponsors conferences, workshops, educational institutes, training, etc., for the purpose of developing leadership among ethnic minority and underrepresented faculty on campuses and in the CFA leadership.

The CAA promotes, develops and encourages leadership leading to activism among ethnic minority and underrepresented faculty at all CFA and campus levels.

G. Leadership

The CAA advances bargaining proposals to address the faculty diversity/Affirmative Action issues; establishes a strong and effective liaison between the CAA and the CFA Board; introduces policy that allows for changes in CFA bylaws in order to promote Affirmative Action policy and positive changes in the organization relating to Affirmative Action and diversity, such as appointment of the CAA Chair or his/her representative to sit on the Hiring Committee, Bargaining Strategy Committee, the Board, the Contract Development Committee, etc.

The CAA initiates, develops and lobbies for programs that support, expand and refine non-discrimination and Affirmative Action efforts.

The CAA pursues remedies to deal with the deleterious effects of discrimination and the failure to implement Affirmative Action policies.

The CAA proposed policy to the CFA Board and State Assembly in order to create, improve, and/or change practices with regard to the improvement of Affirmative Action policy, both at the CFA and the CSU.

H. Internal Organization

The CAA reviews, monitors and, when necessary, develops CFA’s internal policies and procedures regarding non-discrimination and Affirmative Action practices.

The CAA ensures that all CFA activities, committees, transactions, policies and publications reflect California’s diverse population.
"Diversifying" the Search Process

Strategies for Recruiting Faculty & Staff from Historically Under-Represented Groups*

Step 1: Pre-Search Strategy & Planning as early in the search process as possible, meet to discuss carrying out a search that will be as accessible and transparent as possible. Search process and outcomes will be more effective if time is spent on the front-end of the search, as a clear foundation. The committee can gather before the process begins to discuss the following:

- The search process itself. What are the procedures, criteria and expectations for reaching decisions? Are all members of the search full participants? Has the job announcement already been crafted? Do all members have access to files, meetings, candidate visits? Is the dept/cmte willing to add diversity considerations to the list of file review criteria and/or to interview questions?

- Determine what resources the department has for recruiting a diverse candidate pool.

- Opportunities and obstacles to recruiting a diverse candidate pool. What are the challenges in the field? What ‘usual’ practices of searches at your university and/or in your dept may become an obstacle for recruiting a diverse pool of applicants? What existing professional groups, university or program departments should be contacted?

- Discuss what alterations to the search committee membership can be made to increase its effectiveness at recruiting a diverse applicant pool (new strategies & avoiding tokenism).

Step 2: Job Announcements. The goal is to attract a diverse applicant pool. Generally, the more narrowly crafted the position description, the harder it is to reach that goal. Expand your criteria to include diversity goals (expanded curriculum and pedagogy; experience teaching and mentoring culturally diverse groups; evidence of cultural competency). Suggestions for language:

- Make subfields and (where appropriate) qualifications preferred instead of required.

- Require materials beyond cover letter, cv and recommendations. Ask for copies of articles, sample syllabi, and pedagogy statements (or diversity statements).

- Request that the applicant include a specific statement that highlights how s/he plans to contribute to "diversity" in teaching, curriculum, research and service. This can be included in the cover letter, or an additional statement (like those for pedagogy and research agenda). This is one method of assessing the applicant's seriousness about making such a contribution, as well as makes a statement about the value your university places on inclusive excellence. (link to specific language of university's/college's mission)

- For variations on this theme, see "Diversifying the Faculty" by Turner, (AAC&U 2002, p.
**Step 3: Recruitment Strategy.** Develop a recruitment strategy to create a large and diverse candidate pool. Formal advertising is not enough if you want to reach candidates who we do not usually attract.

- Tap into existing professional associations and listserves (within and outside of your discipline) that organize diverse communities. [e.g, the Latino Caucus of the APSA and the Section on Race, Ethnicity & Politics host listserves allowing members to post job announcements.]

- Utilize "cold calls" if no one on your committee (or in the department) has such contacts already established. (These contacts should be cultivated over time.)

- Utilize contacts in graduate departments.

- Invite women and minority graduate students to apply. See the Minority and Women Doctorate Directory and the Consortium for Faculty Diversity program scholars: http://www.depauw.edu/admin/acadmlirs/CFD/2007.asp.

**Step 4: Reading Files.** During the application vetting process, including attention to the following "diversity" issues will help to develop a stronger pool. In assessing applications, look for evidence of:

- The ability or willingness to engage diverse and historically marginalized perspectives in the classroom;

- Research or teaching interests that expand the existing curriculum or understanding of the traditional discipline in ways that incorporate the voices of HURM groups;

- Experience teaching, working with and perhaps mentoring HURM students; equally compelling is experience with engaging the issues of equity and social justice with students from privileged (over-represented) backgrounds;

- Diverse perspectives, background or experiences.

**Step 5: Evaluating Qualifications & Application Materials.** Criteria should be applied consistently across all the applications. The criteria should be relevant. If a screening form is used, encourage that one criteria of evaluation be related to "diversity" contributions.

- Discuss bias or systematic patterns in seemingly "objective" measures
  - Attendance at elite graduate programs (lack of equity in the pipeline)
  - Letters of Recommendations
  - Rates of matriculation, opportunities for mentorship
Teaching Evaluations
Liberal arts background

- Raise issues of diversity in curricular offerings, pedagogy, research and service
- Intentionally work to interrupt biases and assumptions made about applicants
  - Examine doubts that diverse candidates are qualified. Verify assertions that diverse candidates (individually) are unqualified.
  - Discrimination is most pronounced when candidates have ambiguous qualifications; white candidates get the "benefit of the doubt" (Dovidio & Gaertner, 2000)

**Step 6: Interviewing the Candidates.** Questions about the candidate contributions to diversity should get asked of everyone. Ask at least one diversity question at the initial screening interviews (at conference or on the phone with "long list").

- Avoid conjecture about someone's interest in or lack of interest in diversity concerns.
- Avoid assumptions about who candidates are interested in meeting with, what neighborhoods to tour and what restaurants are selected. Develop an interview plan that already considers diversity and apply it consistently with all candidates.
- Communicate the value placed upon the candidate's contributions to diversity on campus, as well as the challenges of engaging diversity and equity issues on the campus. Searches are not only looking for the narrow disciplinary contributions within the field, but also looking for people who will contribute more broadly to living out these institutional values.

**Step 7: Candidate Selection & Hiring.** Having intentionally designed a search process that considers the value of "making excellence inclusive", determine which candidate to offer.

- The value placed on "comfort" and "fit" are conventions of academic culture that keep the system reproducing itself. Consider how candidates whose pedagogy and scholarship is non-traditional or "boundary pushing" can enhance your department, curriculum, and campus.
- After the candidate has been offered the position, the search chair and/ or "connected" committee member should call and email an invite further conversation and questions
- The compensation package should be carefully negotiated, so as to not undermine the diversity goals of the search process.

*Developed by Dr. Emily Drew and Dr. Victor M. Rodriguez for “The Recruitment, Hiring and
Retention of Under-Represented Faculty" workshop, Rollins College, September 2008.

Selected References


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Jeffrey F. Milem, et al. “Making Diversity Work on Campus: A Research-Based Perspective" Association of American Colleges and Universities, 2005. (How the experience of "discontinuity"or, diverse perspectives, gets students to consider other perspectives instead of the automated scripts that sometimes guide our cognitive process).

Jose F. Moreno, et al. 2006. *The Revolving Door for Underrepresented Minority Faculty in Higher Education: An Analysis from the Campus Diversity Initiative*. Research Brief from the James Irvine Foundation Campus Diversity Initiative Evaluation Project and the Association of American Colleges and Universities. Claremont Graduate University, Pomona California. (Examines the problem of retention in a sample of universities and suggest a methodological tool to assess retention)

Chicano-Latino Law Review, 14: 117-138. (How universities need to “grow their own” in order to expand the pool of faculty candidates from under-represented groups).


