California Lutheran University
Sustainability Report
Recommendations
January 26, 2017
Table of Contents
Summary ................................................................................................................................. 2
Highlights ............................................................................................................................... 2
Recommendations .................................................................................................................. 3
   1) Build base on equity expertise among faculty and staff to participate effectively in searches..................................................Error! Bookmark not defined.
   2) Use data routinely to monitor efforts .............................................................................. 7
   3) Improve Campus Culture............................................................................................. 11

Summary
The Center for Urban Education and California Lutheran University partnered to create new equity-minded methods for increasing Cal Lutheran’s faculty diversity and to improve campus culture in support of faculty of color.

Project Highlights
☐ Eight Evidence Team meetings and professional development sessions
☐ Over 20 interviews of faculty of color
☐ Extensive document analysis and peer interviews
☐ Presentations at two faculty retreats in 2015 and 2016
☐ Expanded hiring tool kit
Recommendations

(1) Build a base of equity expertise among faculty to participate effectively in searches and build a campus culture supportive of faculty of color

   a. Create informal and formal spaces that allow for growth and reflection

During the Cal Lutheran Evidence Team meetings, faculty shared that they appreciated having the opportunity to have meaningful conversations about campus culture, institutional and departmental practices, and the challenges and opportunities they face in addressing issues of faculty diversity.

In order to provide ongoing opportunities for learning and reflection, CUE recommends that Cal Lutheran design a professional development program, focused on faculty diversity and campus culture. Through this program, the campus could also continue to build the capacity of faculty to serve as equity advocates.

The campus, in general, would also benefit from increased opportunities to reflect. Over the course of the next year, CUE recommends that Cal Lutheran continue and expand:

- Professional development sessions on implicit bias and related topics
- Equity coaching for all search committee chairs
- Expanding the pool of Equity Advocates through a more formal certification and recertification process based on the CUE toolkit
- The work of practitioner researchers to use artifacts of the search processes (e.g., position announcements, committee notes, check lists) to reflect on and provide feedback to the campus on its progress.

   b. Expand the campus’ capacity to manage the work of diversification

Over the course of the past year, Provost Neilson has increased her responsibilities with regard to addressing issues that arise out of Cal Lutheran’s culture and practices that inhibit successful hiring and retention of faculty of color. Likewise, the Evidence Team Leaders, Sam Thomas and Sheridan Wigginton, have assisted CUE in building the confidence of their colleagues to improve equity. Still, the day-to-day work of diversifying the faculty through changes in hiring practices and campus culture will require consistent attention, engagement, scheduling of meetings, and monitoring of progress. We
recommend that Cal Lutheran consider hiring a consultant or part-time staff member in 2017-2018 who can assist Provost Neilson, and the campus faculty leaders to carry out the plans developed by the team, and address complexity as it emerges.

**Consultant or part-time staff member roles might include:**

1. Orientations for hiring committees regarding the new Academic Search Guidelines
2. Serving as a sounding board for equity advocates and campus leaders as they run into issues
3. Reviewing check lists as they are submitted when committees complete phases of the hiring process
4. Researching the field and continuing to gather tools for committees and leadership
5. Hosting implicit bias trainings for the campus
6. Gathering and monitoring data on the success of the committees

Once the routines are in place, and the work elevated with clear support from the campus’ formal and informal leadership, CUE recommends that the campus consider hiring a Chief Diversity Officer (CDO) to assist in continuing to build and maintain CLU’s capacity for faculty diversity. It is critical that the campus waits to hire a CDO until the routines are in place. The weight of responsibility for faculty diversity ought to be shared across the campus, so that the Chief Diversity Officer is not working to convince the campus. Instead, the CDO’s role should be to appropriately support the faculty diversity work and facilitate its growth.

**c. Leverage the Hiring Toolkit developed by CUE to create new routines for hiring searches and the hiring process**

The commitment to equity demonstrated by the Evidence Team through this process was also evidenced by their willingness and support for development of a faculty search and hiring tool kit. The purpose of the tool-kit is to turn some of the seemingly abstract concepts from equity and diversity theories into tangible and concrete methods of practice. This toolkit includes various inquiry activities used to understand the challenges and issues faced by faculty at Cal Lutheran and to provide strategies for addressing these issues.
Hiring Toolkit Includes:

- **Academic Search Guidelines** through various stages of revision. Cal Lutheran went through several rounds of questioning and revising the Academic Search Guidelines to include more equity-minded practices. We’ve included the multiple revisions of these guidelines as evidence of a process of inquiry. This process can be reproduced with faculty groups, looking at other aspects of Cal Lutheran’s campus policies and practices.

- **Cal Lutheran Hiring Equity-minded Checklist.** This three-part checklist takes search committee members through the process of the faculty job search from developing the job announcement to the phone interview and finally to the on-site interview. The checklist helps committee members maintain fidelity to the equity-minded practices we discussed at various points during the scope of our contract.

- **Equitable Advertising and Recruitment Sourcing Options.** This document lists strategies for building a diverse pool of candidates.

- **Exemplar Equity-minded Job Announcement.** This job announcement serves as a model, using language meant to attract diverse and social-justice oriented applicants.

- **Equitable Job Announcement Language.** This document gives examples of language that can be used in job announcements and job descriptions that demonstrate consciousness of equity and race.

- **Inquiry Activity Worksheet: Investigating Current Job Announcements for Equity.** This worksheet helps search committee members evaluate the language of job announcements to determine whether they are attracting candidates from diverse backgrounds and including language that is equity-minded.

- **Equity-minded Questioning Grid.** This grid is to be used for organizing questions developed by the search committee for interviews. The worksheet can be used for building equity-minded questioning in the faculty hiring process.
Department Interview Protocol to Understand Faculty Orientation at Cal Lutheran. This protocol includes questions to ask colleagues regarding practices of faculty orientation at Cal Lutheran. This activity can be used to investigate whether practices are effective at demonstrating equity when compared across multiple interviews. It can serve as a template for interviews regarding other stages of the hiring process.

Interrupting Bias Worksheet. This worksheet provides a space for search committee members to organize their thoughts on witnessed instances of bias in hiring and how these biases can be minimized.

Literature on Minimizing the Influence of Bias in Faculty Searches. To provide the tool-kit with some support on understanding bias in faculty searches, we included this document with basic literature (citations) to further understanding of the effects of bias in search committees.

Planning Worksheet on Mitigating the Effects of Bias during Campus Visits. This tool helps search committee members identify instances of bias at various points throughout the search and hiring process. In addition to identifying bias, this worksheet guides committee members to take steps to actively combat instances of bias that may emerge.

Faculty Retention Policies and Practices Asset Map. This worksheet guides individuals through the process of identifying the positive aspects of faculty retention policies and practices. The worksheet is to be followed by a discussion comparing multiple asset maps. Through this activity, a collective can identify gaps in policies and practices that may disproportionately affect people of color.

We recommend that equity advocates at Cal Lutheran continue to leverage the toolkit developed by CUE, and that they investigate whether the tools in this kit are doing the job intended. Important to remember in using the toolkit is that it is a living document that needs frequent revisiting given the ongoing changes in campus culture, leadership, and structures. Especially with regard to the growing Latino student population, it is necessary to check-in regularly to ensure
that the tools are meeting the intended purposes of increasing equity among faculty representation and retention.

2) Use data routinely to monitor efforts

Routine data use is an important practice in addressing issues of inequity. We've identified four points at which data should be routinely gathered and analyzed.

a. Data on hiring pools and field

During Cal Lutheran’s inquiry process around faculty hiring, the Evidence Team conducted a “racial audit” of academic searches for the 2015-16 year using the E-Map system. The purpose of this activity was to better understand the demographics of Cal Lutheran’s applicant pools, candidates, finalists, and eventual hires, and to determine how these vary by department/school. While the Provost’s Office regularly collects, and makes available data on faculty diversity on campus, the Evidence Team’s effort was the first time that the racial/ethnic diversity of applicants, candidates, finalists, and hires was explored for every faculty search on campus.

The E-Map system acts as a convenient central data system to manage the faculty search process; however, the team had difficulty identifying the demographics of applicants from this data. At the time of the activity, the team reviewed data on 484 applicants and just 28 of these applicants (~6%) reported their race/ethnicity. The remaining candidates marked “decline to state.” The question asking an applicant about their racial/ethnic identity is optional, perhaps contributing to the low response rate. Additionally, the lack of response on questions about racial/ethnic identity mirrors a larger trend, in which fewer job and college applicants disclose their race/ethnicity.

Certainly, the lack of data can hinder efforts to monitor how Cal Lutheran departments and schools are doing in terms of cultivating diverse hiring pools. However, this should not deter Cal Lutheran from seeking out this information and reviewing the data that are available. We recommend that Cal Lutheran consider implementing the following policy to increase the response rate on the racial/ethnic identity question. First, the response rate may be increased if an applicant demographic survey is sent from the Human Resources Office.
separately, with clear assurances that the demographic data will only be provided to Cal Lutheran entities in the aggregate. For example, search committees could submit a request to HR to learn about the diversity of their pool and HR would respond with a demographic breakdown of the entire pool (e.g., 10 applicants – 3 Latinos, 5 – Whites, 1- Asian, 1 - Black). Research\(^1\) shows that applicants are often wary of identifying themselves racially and ethnically because they fear the information may be used inappropriately by the search committee\(^2\). By providing assurances that the search committee will not be able to identify an individual applicant’s racial/ethnic background prior to the time that applicant discloses, he or she may be willing to provide this data. In addition, being transparent about the purpose for which Cal Lutheran is collecting the data (i.e., to monitor the institution’s ability to build diverse hiring pools) may also increase response rates.

It is also important to not let a low response rate deter search committees from tracking the diversity of their applicant pools. The data that is provided by the applicants can still be instructive. A recent study of 324 scholars of color who had recently been on the academic job market found that 84% (272) of them “check the box” (i.e., self-identify race/ethnicity). This is much higher than the overall rate that the Evidence Team found through the E-Map activity, suggesting that candidates of color may be more likely to voluntarily disclose their race or ethnicity.

Of course, active recruitment of applicants of color will increase a search committee’s likelihood of cultivating a diverse pool. Such strategies include networking at conferences typically well attended by scholars of color, sending personal messages inviting scholars of color to apply, keeping track of promising advance graduate students of color, etc.

How might a search committee know that their pool is sufficiently diverse? While there is no single indicator to help search committees and the Provost’s Office


determine this, it may be helpful to compare the demographics of faculty applicant pools to data on recent Ph.D. recipients in related fields and disciplines. For example, if national data show that 20% of Ph.D. in the relevant field (e.g., psychology) were awarded to African Americans and Latinos, the search committee may want to reflect on their recruiting practices if African Americans and Latinos make up just 5% of their applicant pool.

b. **Data on faculty demographics broken down by tenure, disciplinary actions, etc.**

In addition to monitoring data on faculty searches, we recommend regularly reviewing and discussing data about the demographics of Cal Lutheran’s current faculty as well as faculty status, rank, and disciplinary actions, disaggregated by race, ethnicity and gender. The data should be presented in a clear, user-friendly way that illustrates the representation of racial/ethnic groups among all Cal Lutheran faculty and within each department/school by full-time versus adjunct status, tenured/tenure-track versus non-tenure track status, and rank (i.e., assistant, associate, and full professor).

Ideally, these data will be reviewed prior to and following each hiring cycle, and the review should go beyond the institutional leadership (i.e., President, Provost, Deans) and engage faculty as well. Regularly monitoring data will allow Cal Lutheran as an institution as well as each individual department/school to set goals for diversifying their faculty and monitoring progress toward those goals.

CUE understands that given the size of Cal Lutheran’s faculty and the small numbers of faculty of color in some departments, there may be an urge to aggregate all faculty of color in the data or to combine international faculty and faculty of color in the same category. While we are sensitive to issues of confidentiality, it is important that data be disaggregated using as fine-grained racial/ethnic categorizations as possible. As we have discussed throughout the project, international faculty do add an important dimension of diversity to CLU’s faculty. However, African American, Latino, and Native American faculty have very different experiences from international faculty because of the socio-historical context of the U.S. African American, Latino, and Native American doctoral holders often face different challenges and barriers to advancing to the professoriate. Thus, it is important to disaggregate appropriately.
c. Exit interviews with faculty of color who leave

Throughout the project, Evidence Team members discussed the commonly shared perception that faculty of color are not retained by Cal Lutheran at the same rate as White faculty. These perceptions colored much of the team’s desire to expand the focus of the work beyond faculty hiring to include faculty retention. Interestingly, CUE’s analysis of CLU’s institutional data did not show that African American, Latino, and other faculty of color left the institution at disproportionately high rates. Rather the disparate representation of faculty of color were primarily driven by hiring inequities (i.e., newly hired faculty were more likely to be White).

This does not mean, however, that retaining faculty of color is not a challenge at Cal Lutheran. Though faculty of color have not been leaving the institution at disproportionately high rates, it is highly possible that they are leaving Cal Lutheran for different reasons than do White faculty. Indeed, anecdotal data appearing in CLU’s WASC accreditation report as well as qualitative data collected during the extensive interviews with faculty of color conducted by CUE personnel seem to support this. Faculty of color indicated that campus climate issues, feelings of isolation, and negative experiences drove them to consider leaving the institution.

Conducting exit interviews with faculty of color who do leave the university would be a valuable source of knowledge for Cal Lutheran administrators and faculty leaders. A voluntary exit interview or survey could include questions about the factors that led a faculty member to separate from the university, and indicate whether the decision to leave CLU was related to issues of racial climate or similar issues. Such data can provide valuable insights about what practices, policies, and programs can be remediated to improve the university’s retention efforts.
d. Student level data to monitor gaps between student and faculty demographics by department/school

Over the course of the past year, Cal Lutheran leadership and faculty have underscored the importance of the institution’s Hispanic-Serving designation. The HSI designation, which is indicative of the increasingly diverse student population, has informed the faculty hiring and search process. For example, an HSI STEM Coordinator was hired in the 2015-16 academic year to support CLU’s Title V HSI-STEM grant. The Evidence Team crafted faculty job announcements that reflect the institutional priorities of mentoring and supporting student success among Latino, African American, and Native American students. Additionally, the Evidence Team and chairs of key search committees considered ways in which they could better align the candidate evaluation criteria and interview process with the mission implied by Cal Lutheran’s HSI designation.

An additional step that we recommend taking to ensure that faculty hiring and retention are aligned with the HSI designation is monitor gaps between student and faculty demographics by department/school. Doing so will enable Cal Lutheran and its departments/schools to determine whether faculty diversity is keeping pace with the enrollment of students of color. For example, if African Americans, Latinos, and Native Americans represent a growing proportion of the student enrollment and the representation of faculty from these demographic groups remains stagnant or declines, the equity gap would increase. However, hiring faculty of color at a pace greater than the growth rate of students of color would narrow these equity gaps. This indicator, the equity gap between student and faculty demographics, provides a valuable metric for monitoring Cal Lutheran’s progress toward achieving its goal of diversifying the faculty.

3) Improve Campus Culture

California Lutheran University (CLU) faculty members work in an environment where language and values have been informed by Lutheran and white norms. Overtime, Cal Lutheran faculty members developed a shared language to address organizational problems. Cal Lutheran faculty members are socialized

to diplomatically and politely solve problems in an attempt to uphold their values as “Good Lutherans.” Although well-intended to maintain collegial relationships across the different subunits of the university, CLU’s non-confrontational culture silences pre-tenured and faculty members of color.

Areas for Improvement and Recommendations

In 2016, researchers and facilitators from the Center for Urban Education (CUE) collected data about the experiences of Cal Lutheran pre-tenured and faculty members of color. Through group observations, faculty participation in inquiry activities, and interviews with faculty members of color, CUE identified organizational practices and policies that need improvement in order to increase retention of faculty of color. In the following, a description of each area for improvement is provided along with recommendations.

Since the first Evidence Team meeting on February 17, 2016, faculty members raised concerns about pre-tenured and faculty members of color feeling silenced by tenured and white faculty members in public spaces (e.g. department meeting, faculty search committees). Similar to professionals of color working in white spaces, faculty members of color experience invisibility and hyper-visibility at Cal Lutheran and across its multiple subunits (e.g. departments, classrooms). On the one hand, faculty members of color feel invisible when their intellectual and professional expertise is questioned or disregarded by tenured and white faculty members. On the other hand, they experience hyper-visibility when they speak against racial discrimination and are labeled as “troublemakers” for being confrontational. For these reasons Cal Lutheran needs to improve communication and trust among its faculty.

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The following recommendations are designed to assist Cal Lutheran to address issues with organizational silence of faculty members of color and pre-tenured faculty members.

- Offer professional development to help faculty members reflect and identify implicit biases and beliefs
- Create structural opportunities for pre-tenured and tenured faculty members of color to collaborate. Research has found that increasing opportunities for positive contact ameliorate implicit bias by altering the cognitive representation of groups and directly improving evaluations of groups. \(^5\)
- Professional training for deans and department chairs to increase their awareness and proficiency to address issues that negatively impact faculty members of color and pre-tenured faculty members
- Normalize conversations about race and equity to limit situations that require using language that perpetuates the non-confrontational culture. Leadership needs to continue to have discussions about race and equity in public spaces and highlight any progress made by faculty hiring search committees

Literature identifies major barriers to tenure and promotion of faculty members of color such as negative student evaluations, undervaluation of research, and unwritten rules and policies regarding tenure. \(^6\) Cal Lutheran faculty members of

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color also experience these barriers to tenure and promotion. Although students give negative feedback to faculty members who criticize them, faculty members of color have a smaller margin of error in teaching evaluations. The additional service responsibilities for faculty members of color to advice students not assigned to them and participate in diversity committees also go unrewarded. The unbalanced Appointment, Rank, and Tenure (ART) criteria puts faculty members of color at a disadvantage. Student evaluations are the primary source in tenure decisions and faculty members of color have less latitude to confront negative student feedback. Research plays a significant role in promotion decisions; however, additional service responsibilities decreases time investment in scholarship.

**Tenure and Promotion Recommendations**

The following recommendations are intended to increase transparency in tenure and promotion.

- Create holistic teaching evaluations: peer classroom observations and clear definitions of effective teaching to triangulate student evaluations
- Legitimize service work addressing issues on racial equity for tenure and promotion: course buy-out, stipends, and reduction of unrelated service roles
- Reward faculty members of color for taking on extra advising responsibilities
  - Assess whether teaching and service loads are manageable, sustainable, and appropriate given the additional roles and responsibilities of faculty members of color (i.e. 2nd and 4th year reviews)
  - Use structured criteria to evaluate tenure and promotion applications to reduce implicit bias
There is a lack of structural support for faculty members to transition into their professional roles. During Evidence Team meetings and interviews faculty members of color shared the significant role of networks, colleagues, and allies in their transition and navigation of Cal Lutheran. The current mentorship program is not effective because mentors are not accountable to maintain mentor-mentee relationships and misalignment exists between mentor-mentee expertise and experience. Faculty members of color often create relationships with colleagues in their cohort, senior faculty members of color, or external disciplinary organizations.

The following recommendations are intended to address the limitations of the current mentor-mentee program.

- Create a list of the essentials for all new hires, in particular for candidates of color
  - Resources to help candidates transition to their new positions and local area (most faculty members of color do not live in Thousand Oaks)
  - Provide appropriate tenure and promotion information to candidates new to the profession and for candidates with previous appointments
- Hire faculty members of color in clusters
- Provide guidance and support for mentors mentoring new faculty members

The Center for Urban Education is pleased to have had the opportunity to partner with California Lutheran University to develop new methods and awareness of the importance of faculty diversification and improved campus culture. We look forward to hearing of the progress being made and anticipate the changes ahead will lead to unanticipated benefits for all of CLU’s faculty, staff and students.