

STEPS TOWARD GENDER AND ETHNIC DIVERSITY IN FACULTY HIRING

A Motion from Faculty Council

Faculty Council, at the invitation of the Departmental Diversity Recruitment Specialists, and in consultation with the Campus Diversity Committee and the faculty, submit to the full faculty the following motion:

In support of our institutional commitment to diversify our community, specifically to realize more gender and ethnic diversity among our faculty, and in light of the charge to the chief academic officer to “expect departments to develop a pool of applications reflecting diversity of ethnicity and sex in addition to commitment both to the traditions of liberal education and to the integration of Christian faith with learning.” (Faculty Handbook 2.1.3.1 a), we the faculty ask:

- The chief academic officer to provide more institutional support for activities that build our networks and widen our recruiting pools.
- Academic departments to plan, strategize, and act, with tools already available, to expand professional networks and widen recruiting pools.
- Faculty Council revisit this with the faculty in the spring semester of 2009 to monitor progress and determine if other steps or guidelines may be necessary.

The Context for this Motion

In its 1995 Long-Range Plan (see Section G, “Diversity” on pp. 38-40, especially “Proposals,” section 2, “Priorities” on p. 40) the College places high priority on increasing, specifically, the gender and ethnic diversity of the faculty, administration, and Board. The networking and recruiting activities named in this motion are meant to help the faculty realize its commitments in these two areas.

The spirit and goal of this motion is not to penalize departments who fail in the attempt to hire women and underrepresented minority candidates. Rather, it is to encourage departments to be intentional, committed, and persistent in trying to achieve greater diversity of the faculty through hiring.

The College—using language borrowed from the Irvine Campus Diversity Initiative completed in January, 2006—measures four major criteria to gauge the health of its transformation into a more diverse community. Increasing the diversity of the faculty impacts all four areas: (1) Access and Success, (2) Education and Scholarship, (3) Climate and Intergroup Relations, and (4) Institutional Viability and Vitality.

(www.westmont.edu/_academics/pages/diversity/pdf/05annualreport.pdf)

Possible steps to take, drawn from faculty discussion:

1. **The chief academic officer to provide more institutional support for activities that build our networks and widen our recruiting pools.** At the discretion of the officer, such activities may include:
 - a) Commissioning Human Resources to craft and disseminate announcements of faculty openings that appealingly represent the college's commitments to racial justice, reconciliation and cross-cultural engagement.
 - b) Working with the President's office to expand an existing position, or create a new one, to help departments meet the College's diversity goals.
 - c) Supplying extra monies (beyond any already earmarked) for networking and recruiting activities.
 - d) Exploring the use of stipends, course releases, committee releases, and other supports for faculty taking leading roles in their departments' efforts to diversify.

2. **Academic departments plan, strategize, and act, with tools already available, to expand professional networks and widen recruiting pools.** For example, departments might
 - a) Consider how increased gender and ethnic diversity might enhance their teaching, their curriculum, their advising, their scholarship, and their fellowship, seeing steps in that direction not as imposed "from above" but as arising "from within."
 - b) Outline a plan, and once a year briefly (in one page) summarize their efforts to enact that plan; share the plan and the summary with the chief academic officer, the Campus Diversity Committee, and the Board of Trustees Diversity Committee.
 - c) Consult actively with the diversity recruitment specialists and the Campus Diversity Committee.
 - d) Post their plans and summaries on an appropriate web-page—to be determined by the Provost—so departments can learn from one another.

3. **In support of the expectation that departments "develop a pool of applications reflecting diversity of ethnicity and sex in addition to commitment both to the traditions of liberal education and to the integration of Christian faith with learning."** The chief academic officer may
 - a) Use departmental summaries as one source for determining whether departments are engaging sufficiently in this effort.
 - b) Give departments feedback on their plans and summaries.
 - c) Post this motion, if passed, on the "Provost" page, under "Advices and Queries."