

DIVERSITY AND EQUITY CLUSTER HIRE INITIATIVE: PILOT PHASE

DESCRIPTION: CSUSM seeks to recruit and retain a diverse community of scholars who will serve as role models for our diverse student body and who have a demonstrated commitment to the academic success of our students. Candidates can demonstrate their commitment to diversity and equity either through their teaching or research and creative activity or service.

Research shows that a diverse faculty body not only improves the academic success of students of color, but it also improves the teaching and learning environment for all students (Piercy et al., 2005). CSUSM's faculty body is significantly less diverse than of our student population. For example, in 2019 the overall student body at CSUSM was 27% white but the faculty were 64% white. In other words, many students are being taught by faculty that do not reflect a similar racial/ethnic background. This gap is even more pronounced among Latinx faculty and students where 45% of the student body is Latinx while only 13% of the faculty are Latinx. In terms of absolute numbers, our numbers are lowest among our Black and American Indian faculty. The goal of this cluster hire initiative is to support faculty devoted to diversity, equity and inclusion. The effort may also likely diversify our faculty body and make progress towards closing these gaps.

As a university, it is our responsibility to educate, to transform, to dismantle systems of oppression in ways that nurture the dignity of all members of our campus community and beyond. Our students and faculty work within the ecosystem of the greater community. Our new diversity and equity graduation requirement, which goes into effect this semester, is one way for us to educate and prepare our students to be agents of change. The Ethnic Studies requirement that was just signed into law (AB 1460) in California is another way for us to educate and prepare our students to advocate for social justice.

A growing body of evidence suggests that diverse teams produce higher quality research outcomes and unique solutions to problems (Milem, 2001; National Institutes of Health [NIH], 2012). Collaboration among individuals with different backgrounds and perspectives is critical for developing novel solutions to emerging research problems (Van Hartesveldt & Giordan, 2008).

To be part of the cluster hire initiative, faculty searches must satisfy at least one of the three criteria listed below.

- 1. CSUSM seeks to recruit and retain a diverse community of scholars who will develop and/or teach curricula that advance racial and social justice drawing from their engagement with communities of color.**
- 2. CSUSM seeks to recruit and retain a diverse community of scholars with a demonstrated record of success in research or creative activities focused on underserved minoritized communities.**

3. **CSUSM seeks to recruit and retain a diverse community of scholars who will serve as role models for our diverse student body and who have a demonstrated commitment to underserved communities as well as the academic success of all our students.**

CLUSTER HIRE SEARCH PROCESS

1. All search committee members shall undergo anti-bias training.
2. Every effort shall be made to ensure search committees are as diverse as possible. As with all searches, the makeup of the Search Committee must be approved by the AVPFA and Dean as part of the search plan. While all faculty members on search committees shall be tenured faculty, non-tenured faculty may be allowed to serve, with approval of the AVPFA, if it will assist in appointing a diverse search committee.
3. Searches shall require a statement of diversity and inclusive excellence as part of the application materials.
4. To ensure a broad pool, the cluster hire initiative shall include a recruitment strategy that specifically targets underrepresented minorities where the search committee members in collaboration with other offices on campus deliberately and intentionally solicit applications, nominations, recommendations or referrals from:
 - a. Minority scholar organizations
 - b. Minority scholars/professionals on- and off-campus
 - c. Faculty who are from underrepresented groups
 - d. Professional caucuses or organizations that are organized around minority concerns
 - e. Community agencies related to underrepresented groups
 - f. Journals targeted at minority readerships
 - g. Minority doctoral or post-doctoral directories
 - h. Departments in HBCUs and other predominantly minority institution
5. Once the hiring process is concluded, we will activate a “full court welcome” by encouraging multiple groups and offices to reach out to the new hires to welcome them to our campus.

CLUSTER HIRE ACTIVITIES

1. Once the new faculty are here, they will join in an onboarding process through the Faculty Center that includes support for interdisciplinary teaching, research and/or service activities.
2. The cluster hires will be invited to participate in a program that will start in the summer and will continue throughout the year that will include a grant writing bootcamp, curriculum support, collaborative activities with community partners, student centers and FSAs. Additional support and collaborative activities will be offered throughout the probationary period.
3. The cluster hires will be invited to work with faculty in their colleges to write grants and develop programing focused on the academic success of our diverse student body.
4. Cluster hires will be encouraged to include their work in this area in their WPAFs. University RTP policy was recently updated to include the following language: “A Candidate may include in their narrative, within the scope of review, significant

professional activities accomplished in support of diversity, equity, social justice, and/or inclusion. Any accomplishments associated with these activities may be included within the 30-item limit established above.”

SUPPORT NEEDED

1. Work with OGSR and University Advancement to secure funding for start-up packages and search costs.
2. Work with FAS to remove/ease barriers such as lengthy wait time for reimbursement of moving expenses.
3. Work with FSAs, departments, student centers and community organizations to recruit and welcome new hires as well as to engage them throughout their probationary period.

REFERENCES

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