University of Colorado Faculty Council

Equity & Inclusive Excellence Recommendations

Submitted by the Equity and Inclusive Excellence Taskforce

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Statement on Equity and Inclusive Excellence

In 2005, the American Association of Colleges and Universities (AAC&U) coined the phrase, "Inclusive Excellence," emphasizing that institutions of higher education could not be excellent unless they were simultaneously inclusive and that Inclusive Excellence is "critical to the wellbeing of democratic culture." Faculty Council and the Equity and Inclusive Excellence Task Force are committed to the core principles of diversity, equity, inclusion, and equity-mindedness:

> *Diversity:* Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)
>
> *Inclusion:* The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions
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> *Equity:* The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion
>
> *Equity-Mindedness:* A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California)[1]

Demonstrating CU's commitment to Equity and Inclusive Excellence requires immediate changes as well as plans for sustained commitment over time. In acknowledgement of this ongoing process, we offer the following recommendations toward faculty equity and inclusive excellence, particularly in promoting diversity and equity among our faculty and developing a more inclusive and equitable classroom environment.

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[1] [1] The AAC&U identifies the core principles of Making Excellence Inclusive as diversity, inclusion, equity, and equity-mindedness. For more detail visit: https://www.aacu.org/making-excellence-inclusive

Equity and Inclusive Excellence Taskforce

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State CU's Commitment to Equity and Inclusive Excellence in Faculty Job Descriptions

Recommendation: All faculty job postings/job descriptions should include a statement that describes CU's commitment to equity and inclusive excellence. Additionally, an inventory of job tasks related to equity and inclusive excellence should be made available to search committees and those writing faculty job descriptions so that they are aware of the types of experiences and goals that support inclusive excellence. These groups should be encouraged to draw from this list of possible job tasks:

- Experience with a variety of teaching methods and/or curricular perspectives
- Previous experience interacting with communities of color
- Experience in cultures other than their own
- Academic experiences and interests in culturally diverse groups
- Experience in developing and implementing curricula that address multicultural issues
- Demonstrated success in working with diverse populations of students

Impact: Those applying and joining the CU faculty will understand that equity and inclusive excellence is important to CU and will be encouraged to consider equity and inclusive excellence in their work and in the CU community.

Exemplars:

The University of Denver talks about their commitment to inclusive excellence in every faculty job description. On the faculty job search results page, they include a link that outlines the university's inclusive excellence history and work (https://du-openhire.silkroad.com/epostings/index.cfm?fuseaction=app.jobsearch). Some jobs request a statement on the candidate's commitment to inclusive excellence and others just discuss its importance in the job description.

California State University Fullerton: "Must be committed to excellence in teaching and mentoring our diverse student population and to working effectively with faculty, staff and students across a wide range of disciplines."

Lehigh University: "Lehigh (and The College of Arts and Sciences) is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community."

Offer Exit Interviews for Departing Faculty

Recommendation: For faculty, when their position ends, an Officer at the system level should request an exit interview asking questions particularly around their experience at the University and what suggestions they have for improving the University's climate and processes so that other faculty might be better retained. This interview is optional, recognizing that faculty who have grievances may not want to discuss issues related to their experience and departure.

Impact: This will offer insight for the development of future equity and inclusive excellence initiatives to improve the recruitment and retention of faculty from diverse groups.

Exemplars: Universities offering exit interviews and gathering/assessing this data include: Pennsylvania State University (https://www.vpfa.psu.edu/faculty-exit-feedback/), The University of Illinois at Chicago (https://faculty.uic.edu/exit/), and Colorado State University (https://oeo.colostate.edu/exit-interviews/)

Develop an EIE Faculty Search Committee Training

Recommendation: Offer a required EIE online training for all members of faculty search committees. This training should address strategies for ensuring a diverse pool of applicants as well as strategies to mitigate bias during the search process. The training also should provide guidance for recruiting and hiring faculty who will help us to achieve inclusive excellence, regardless of their background. The Boulder campus is piloting such a training currently and the Office of Diversity and Inclusion at CU Denver and the Anschutz Medical Campuses is developing such a training. We recommend that a robust online training be offered on every campus by the end of 2019.

Impact: Search committees will be more aware of CU's commitment to hiring faculty from diverse populations and will acquire skills and strategies for creating a more equitable faculty search process. They also will be equipped to screen **all** applicants for their potential to advance our commitment to inclusive excellence.

Exemplars: University of California, Los Angeles: https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/, University of Iowa (https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf), and Rutgers University

Others, outlined in this article on the topic (https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty) include Florida International University, Northeastern University, The University of California Davis, the University of Michigan. Those using "equity advisers" on committees include at University of California, Irvine and Michigan State University

Administer Regular Climate Surveys

Recommendation: A team with members from each campus (including faculty and staff experts) should coordinate and oversee regularly scheduled and nationally normed campus climate surveys every three years to assess climate for faculty, with particular attention to the protected classes listed in CU's anti-discrimination policy. The team should also be responsible for analyzing results and recommending action items in a timely fashion (within a year of results being collected). A separate team should be tasked with operationalizing the action items and assessing their impact.

Impact: The CU community will have increased awareness of climate, particularly for diverse communities and be able to respond to them and develop remedies quickly to better retain faculty.

Exemplars:

University of Michigan: https://diversity.umich.edu/strategic-plan/climate-survey/ ; University of

Southern California Race and Equity Center: https://race.usc.edu/naccc/

Identify and Remedy any Compensation Inequity Through Conducting Regular and Transparent Salary Analyses

Recommendation: In partnership with Faculty Council's Personnel and Budget Committee, conduct equity analyses of faculty salaries, raise the salaries of faculty demographic groups who are making less than other demographic faculty groups in similar positions, and develop processes to identify and eliminate ongoing causes of salary inequity.

Impact: This would help to retain any groups who have experienced salary inequity and show our investment in equity. This would lead to increased rates of faculty retention among undercompensated groups and increased satisfaction of these groups at CU as measured through climate surveys. Partnering with Faculty Council will demonstrate CU's commitment to transparency in this process.

Exemplar:

Colorado State University Closes Gender pay gap: https://www.coloradoan.com/story/news/2018/11/29/colorado-state-university-reports-has-closed-pay-inequity-gender-gap/2147826002/

Offer Equity and Inclusive Excellence Educational Programming

Recommendation: Demographic changes in the U.S. population and increased global interconnections have drawn broad attention to the need for inclusive excellence training and development work within institutions of higher education. Acquiring the cultural intelligence to improve classroom climate and work effectively with a student population representing different backgrounds and experiences requires an informed understanding of others. Cultural responsiveness is based on integrating the awareness, knowledge-base, and learned skills needed to effectively and sensitively educate, supervise, work with, and serve people from diverse backgrounds and social identities. Thus we recommend that equity and inclusive excellence educational programming be offered to faculty on all campuses.

Examples of specific programs might include, Implicit Bias, Authentic Leadership, Macro- and Micro-Aggressions, Empathetic Listening, Emotional Intelligence, Universal Design, and Trauma and Mental Health

Exemplars:

CU Boulder is launching a "Making Excellence Inclusive 101" course: https://www.colorado.edu/hr/diversity-inclusive-excellence/diversity-learning-development/making-excellence-inclusive-101.

The University of Michigan's Diversity, Equity, and Inclusion Training and Education: https://hr.umich.edu/working-u-m/professional-development/diversity-equity-inclusion-training-education

The University of Southern California "Challenging Discussions in the Classroom":
https://diversity.usc.edu/cet-video-modules-on-challenging-discussions-in-the-classroom/

The University of Pittsburgh: https://www.diversity.pitt.edu/education-and-training

The University of Notre Dame Diversity and Inclusion: https://diversity.nd.edu/take-action/