

## Morning Session - Question 1:

### What can faculty/chairs/administrators do to increase the yield rate of our underrepresented students?

#### Objective

Reach out to the students expressing excitement that they have been accepted and encouraging them to accept CSUSB's offer. Such a letter from an academic department chair Increase the yield rate by college and departments
To increase yields and identify activities that would help us with that objective.
Evaluate the nature of our touch points with students in the period between their initial acceptance and decision to pay their registration and commit to the campus. (Many of us already do letters, emails.) Add phone calls? Use of Chatbot? Look at both Admissions office and department processes. Review of communications. More events like Coyotes Connect?
Increase the yield rate of our students Identify successful programs at other CSU/similar institutions.
1. Provide better student service by the admissions, chairs, and program coordinators, faculty, etc. to encourage them to come to CSUSB, 2. Answer their questions, provide information, have websites that are friendly to use and access. 3. Chairs and admissions have lack of relationship and there needs to have intentional way to have dept. to have access the contact information of admitted students in their major. 4. Fact sheets for the major need to be updated and include information about where the graduates go and what do they do? 5 Build relationship with local comm college to recruit transfer students. 6. We need to do a better job of telling our story.
We will make a concerted, proactive effort to reach out to and build an early relationship with at least 25% of accepted students of color for fall 2019. We will do so after utilizing research, best practices, and technology.
To develop best practices to increase the yield rate
Providing additional, personalized outreach to underrepresented potential students.
to increase yield rate

#### Actions Plans

Create opportunities for URM students to visit the campus and interact with current URM students. Use social network sites to send welcome messages Have current majors call and send messages to accepted students inviting them to enroll
-Get data to understand why URM students are not coming by surveying applicants. -To increase personal connection/engagement with applicants. Examples are: letters from departments, phone calls, invite them to come to campus for events; These can be done by student assistants because students respond better to their peers. -Better system (customer service) to respond to students' calls (esp. in Fin. Aid, and admissions) to answer their questions. -Better communication system/plan among departments and offices to respond to students' questions.
Can we gather better data from underrepresented students themselves who elect not to come to find out what is driving their decision. Our objectives are really actions, in many cases.
*get faculty to buy in *survey/talk to students who do not enroll *implement successful programs *identify all students who are coming in *extend a more personalized welcome
Provide resources to dept. to contact admitted students for recruitment. Send a letter from dept chair to welcome the potential students to the department. Affinity groups on campus can invite potential students and family to meet their members and encourage them to come. Campus events such as pow wow can be used as a tool to invite potential students and families to participate. Dashboard to allow departments to access their contact information of our accepted students.

<ol style="list-style-type: none"> <li>1. We will write "welcome letters" to accepted students.</li> <li>2. We will ensure each accepted student of color has at least 3 communications with another student of color.</li> <li>3. We will ensure each accepted student is contacted by another student or faculty member with similar interests.</li> <li>4. We will use technology and best practices to make contact with accepted students.</li> </ol>
<p>Better financial incentives</p> <p>Faculty/staff/administrator involvement in the recruitment</p> <p>Engaging Alumni in recruiting processes - highlighting alumni connections, more alumni engagement</p> <p>Data from alumni and current students</p>
<p>Faculty members making a direct connection (email, phone call, etc.) to underrepresented students.</p> <p>Activate a friend network (peer to peer) to encourage student commitment to CSUSB.</p> <p>Events with HS teachers and students to discuss benefits of CSUSB enrollment.</p> <p>Intentionally utilizing community events held on campus as a way of building familiarity/comfort with the campus and its resources.</p> <p>"This is "my" campus." The national average is that 72% of students that visit a campus will attend that university.</p> <p>Develop married/kids student housing to compete with universities that have this option available.</p> <p>Utilizing summer programming to encourage underrepresented students to commit to CSUSB.</p> <p>Utilizing alumni networks to provide "real life" CSUSB experiences with campus programs/faculty, etc.</p>
<ol style="list-style-type: none"> <li>1. Survey students at SOAR regarding why they chose to enroll after being admitted.</li> <li>2. Engage alumni who are K-12 teachers to recruit students to CSUSB.</li> <li>3. Letter from department chair to admitted students highlighting opportunities in the department.</li> <li>4. Survey students who were admitted and did not enroll to find out why.</li> </ol>
<p>Departments should work with admissions to send welcome letter to students. Get letter from Chair welcoming student. High touch approach. We do this with honors now.</p> <p>Could they have started the application but didn't finish navigating the application process. Why did they stop?</p> <p>Have students come to campus and visit. This is a place for me. I see familiar things here. I see opportunities here. Talk to successful students.</p> <p>Students can make presentations to HS. Involve Alumni.</p> <p>Entry point is website. Get them information. Or social networking sites Instagram site.</p> <p>Create an App</p>
<p>find a way to reach out directly to those students who were admitted</p> <p>welcome letter, phone call from from student ambassadors, personal touch from students might make them feel even more welcomed...use call center for students to reach out to those students who applied</p> <p>use our call center</p>

### Expected Outcomes

<p>To increase the yield rates of prepared students by each departments</p> <p>Survey students to see what other familiar and personal challenges they have to enroll</p>
<p>'-Better understand reasons why applicants are not coming to us and address them by developing a plan to increase yield.</p>
<p>more equitable yield (close the gap)</p>
<ol style="list-style-type: none"> <li>1. increase the number of students from under-represented groups coming to CSUSB.</li> <li>2. include faculty and everyone on campus to better serve our students and provide answers to their questions.</li> </ol>
<p>Ideally, this will increase the yield rate for students of color.</p>
<p>Increase in underrepresented student enrollment.</p>

## Morning Session - Question 2:

### How can faculty/chairs/administrators help students transition to college life?

#### Objective

<p>Validate and affirm students as a members of the CSUSB community, college and department</p> <p>Greater integration of the GE and major</p> <p>Create department based communities</p> <p>Strengthen academic based clubs</p>
<p>--Look at space use and class offerings to ensure that students don't start off frustrated in their first quarter.</p> <p>--Expanding peer mentoring opportunities for incoming students</p> <p>--Consider a well-designed app/information portal (which might allow us to cut a bit of the info dumping at SOAR). Info could be rolled out progressively</p> <p>--Create "roadmaps" for processes as we do for curriculum</p>
<p>Promote social belonging</p> <ol style="list-style-type: none"> <li>1. chairs and faculty talk about themselves, along with student organization and get to know their students and have them participate.</li> <li>2. have diverse students and faculty meet students</li> <li>3. equity between PD and SB students are different, HIP is important for students, study abroad program are promoted by tenure track faculty and with 14% of faculty at PDC are tt track so they don't get the information. Average financial aid for a PDC student is \$11,000 and all students need financial aid and it is insufficient. PDC students are not treated as well as SBC students.</li> <li>4. Have tt faculty teach class like USTD 100 may be grouped by major so students can meet their tenure track faculty in the major.</li> </ol>
<p>Promote social belonging and immediately connect and engage students of color to faculty.</p>
<p>To make the transition from High School or Community College seamless</p>
<p>Providing transition information/resources for students in many modalities.</p>

#### Actions Plans

<p>Connect new student members of the department with current students</p> <p>Develop college/department career advising activities</p> <p>Convene students gathering for all majors</p> <p>Create virtual communities for students who are unable to attend in person meetings</p>
<p>'-Increase personal connection with students and make an intentional attempt to ask students if they need help.</p> <p>-Better training for advisers (professional advisers) who might not understand the academic path) and better coordination of advising among professional and academic advising</p>
<p>Again, we're really blended objectives and action plans.</p>
<p>*one-stop problem-solving (peers with internships who can walk them around), and...</p> <p>*give #of peer</p> <p>*ambassador in courses to increase comfort in Fall of A/Y</p> <p>*help desk (more sustained)</p> <p>*SOAR booster shot</p> <p>* provide day long chat service that students can access easily through the website or through their phones</p>
<ol style="list-style-type: none"> <li>1. We need more equity for PD students, intentional process to have tt faculty go to PD and teach there once in a while so students can meet their faculty to have direct high impact practices like study abroad program and research projects.</li> <li>2.</li> </ol>
<ol style="list-style-type: none"> <li>1. Growth mind set intervention</li> <li>2. Foundation seminar or meetings with tenure-track/tenured faculty members.</li> <li>3. Make all URMs have at least one touch point with a tenure track faculty member during the first term outside the classroom.</li> </ol>
<p>Improve information dissemination about student support services when they start and throughout the year</p> <p>Connect them to student clubs and organizations</p> <p>Enhance First Year Experience</p> <p>Mentorship program - faculty/staff informal mentoring program</p> <p>Prioritizing interests and connecting them to Campus groups</p>

More coordination between the Academic Affairs and Student Affairs efforts during the "Weeks of Welcome."  
 Distributing a list of transition FAQs for the first few weeks to all staff and faculty - so anyone can provide an answer to a student instead of sending them around campus to various offices.  
 Provide a sticker or sign for display outside of an office stating that it is a place to find answers to questions.  
 Various videos on the campus website that provide answers to common first time students (either FTF or transfer students.) Students are very video oriented, and the information would be available 24/7. Specific videos for both the San Bernardino and Palm Desert campuses.  
 Front line staff and students staffing the front desk of various offices having a short list of phone numbers they can call if they don't know the answers to questions. If they are sending students to other offices, they are providing the name(s) of the person/people who they are referring to, and not just an office location.  
 Making sure that students are aware of resources regarding food and housing insecurity.  
 In the women's restrooms, provide the name/location of a person to see in the building for assistance if the Kotex dispenser is empty/broken. It is just a small way that we can show we care when a student is in need.

1. Make use of college-specific advising centers
2. Faculty mentors assigned to students
3. Have a variety of faculty co-teach introductory courses
4. Make use of freshman seminars on semesters
5. Provide a list of "things I wish I had known" to new students (based on current student and faculty experience). Or do this in in-person groups that include both new and current students (perhaps during SOAR? Or during an annual student meeting within departments)
6. At SOAR, have student majors from the department involved in SOAR.
7. SI, discussion sections or labs in large courses, so students can connect with TAs or SI leaders, given that they may feel too intimidated to speak with professor.
8. TRC workshops on teaching large lectures. Guest speaker: how do you teach large lectures and make them feel like a small seminar.

Foundations Seminar. Mental Wellness, Career center comes in. Brings in student personal experience from beginning. First generation students feel isolated.  
 Need to validate that you belong here. And not just at the University level. College and Department levels especially.  
 Must not have too much GE early on so that they don't have a chance to connect with their major in their second year. This is where we lose students in the sophomore transition.

appreciate and further support the crucial role that staff play in welcoming our admitees and their families. staff are often the first points of contact  
 creative ways to use technology to build a better experience  
 culture of service

**Expected Outcomes**

- New students will feel welcomed as new members of the department.  
 New Entrants have a greate understandings of the what it means to major in a particular area
1. have better experiences for students so that they can participate in HIP activities.
- Students will know at least one tenure-line faculty by name by the end of their first quarter and have visited that faculty member in his/her office.  
 Happy, well-adjusted students that persist.

**Morning Session - Question 3:  
What practices can faculty do in the classroom to reduce inequities?**

**Objective**

Decrease the number of DWIF rates for all students but particularly URM Create systems to ensure students know how they are doing before the end of the course.
Focus on issues of bias/access/belonging
<ol style="list-style-type: none"> <li>1. Identify students who are in high risk group using EAB and provide intervention from the start of the class.</li> <li>2. enforce pre-requisites</li> <li>3. have tt track faculty teach some of the GE classes to get to know the students and show that the dept is committed to the student success.</li> <li>4. advise students to make sure that they are going to be successful in the major.</li> <li>5. department faculty get to know their majors and provide support as needed for them to be successful.</li> <li>6. with the campus emphases in scholarship and research, we need to recruit faculty who are more interested in teaching and working with our students. There needs to be a balance for faculty to do all areas of their work.</li> <li>7. ask students what they need to be successful in class.</li> </ol>
Culturally responsive and cultural capital-based teaching (POSTURE AND PRACTICE)
Increasing communication and understanding/appreciation between faculty and students.

**Actions Plans**

Develop a midterm evaluation system so students can make a decision to determine if they are passing. Develop academic support services specifically designed to assist students to be successful to the course.
<ul style="list-style-type: none"> <li>-add class materials to which URM students can related (written by women/minority authors) and that help other students to expand their perspective</li> <li>-use more evidence-based teaching that has been proven to help more URM students.</li> </ul>
<ul style="list-style-type: none"> <li>--Review course materials for bias. Make the heritages of our students visible.</li> <li>--Encourage more faculty to use open-source materials</li> <li>--Incorporate collaborative assignments/team-based learning</li> <li>--Think about ways to make intellectual life activities (where we bring in speakers from diverse backgrounds, for example) more accessible to students. Try to figure out how to engage students more here. Do we record/stream everything effectively.</li> <li>--Incorporate conversation about structures of inequity in classes whenever appropriate, including strategies for dismantling those structures.</li> <li>--Could we have classroom-level support for individual students we are trying to assist like we have for EOP?</li> </ul>
<ul style="list-style-type: none"> <li>-requirement for doctor's note or absence for religious observances (Ramadan) (cultural sensitivity)</li> <li>-learn to pronounce students' names</li> <li>-what do you need from us (anonymously)</li> <li>-diverse assessment requirements</li> <li>-recognition of all cultures, abilities, etc. in the classroom</li> </ul>
<ol style="list-style-type: none"> <li>1. Faculty work with majors/students to make sure that they are in the right major and taking the sequence of classes that would ensure that they are successful.</li> <li>2. Department should do lecturer orientation sessions to provide support for them to assist with students success.</li> <li>3. faculty (tt, lecturers) should be rewarded for doing effective innovative ideas to assist and support our students and teaching.</li> </ol>
<ol style="list-style-type: none"> <li>1. Formative assignments and assessments</li> <li>2. Multiple ways to demonstrate learning</li> <li>3. Looking for ways to incorporate race, gender, and social justice in teaching</li> <li>4. Structured collaborative opportunities for students of color</li> </ol>

engagement of all students  
 app to monitor unconscious bias in class sessions (equip)  
 active learning:, not just lecture, ask questions, use groups  
 When students know the faculty care about learning: makes the learning valuable for students  
 Feel like "they care" : pronounce names correctly  
 Adaptive learning  
 wait...need think time....how to phrase "what questions do you have" vs. "any questions"  
 Think, Pair, Share process

Recognizing the unique differences among students in your teaching approaches and pedagogy.  
 Constantly encouraging students to talk with faculty and faculty reaching out to students to enhance communication and understand students' situations.  
 Utilizing technology to monitor student attendance - so faculty will know if there are absent students and have the ability to follow up with them.  
 Enhancing the diversity of our faculty and staff. Continue efforts to launch faculty searches earlier to have a better chance of securing diverse applicant pools.  
 Engage in High Impact Practices like service learning.

1. When faculty ask a question in class, wait at least 10 seconds for students to raise their hands, and then make an effort to call on students who are quieter.
2. Ask students what they need in order to be more successful in class. ... and why they don't come to class?
3. Lack of class attendance is a big factor in students getting D and F grades.
4. Teaching with Active Learning methods (e.g., clickers think-pair-share).

Decrease DFWI rates. Increase the success rate. Enable students to know where they stand in the class. In class office hours. They need to feel involved from beginning to see why attendance is important. Review or study session. SI classes. Let students know early about out-of-classroom mentoring opportunities such as research and internships. Understand what URM are facing and sympathize. Compassion. Validation. Focus on what each student has to bring to the classroom as a learning community.

supplemental instruction  
 encourage wider participation in classroom discussions  
 affordability of course materials  
 more intentional advising on strategies for success, what it takes here to do what you want to do later (GPA for law school, they may not know that)

### Expected Outcomes

- Improve success rates of all students but particularly URM students
1. identify students at risk before they become at risk.
  2. guide the students to the majors that they want and can be successful.
- Improved academic outcomes and GPAs for students of color.
- Student engagement, persistence and timely graduation.

Morning Session - Question 4:

**What efforts can faculty/chairs/administrators make to increase student connectedness on campus?**

**Objective**

Faculty share with students their own career journey To develop a sense of community in the department of all majors
1. HIP that can be customized for their majors? Identify the HIP on campus and share the best practices
To increase the percentage of students of color who feel connected on campus to 50% by 2021.
Increase participation in the "campus as community/institutional connection" culture.

**Actions Plans**

Support academic base clubs
-increase engagement by having clubs, activities that connect them to future employment, -have incentives to participation (even if it's food, or on the higher end, scholarships); -have other students (e.g.,work-study) engage and help students; -empower students to create activities to engage other students; -engage in honor society -engage students earlier, recruit them earlier
--Support student ambassador-type programs and student clubs --Encourage ASI representative to meet with chairs to talk about activities and promotion --Continue to support and advertise tutoring services --Creating more student lounges/spaces (close to the faculty)
Picnic/accessibility with families Hooding/pinning events with families Info on affinity graduations Info on centers: cross cultural, adult re-entry, pride Create cohorts w/in departments Open house, pizza nights with faculty and students Major actors need more time/rewards for these activities
1. provide opportunities for students to participate in campus related activities where they can connect with campus entities so they can feel to be a part of the campus. 2. Have more programs like Model UN that are interdisciplinary so students can interact with students from other majors. Include faculty from other programs to participate? 3. Study away program in addition to study abroad to go to a local area from campus to get different experience. Field trips and experiences that allow the students to have experiences out of the class room, e.g. whale watching, dolphins sighting trip, geology/geography field trips. use instructionally related program funds to fund these types of activities, lab fees can also be used for field trips.
1. Emphasizing relationship-building and mentoring particularly with students of color in colleges and departments. 2. Make sure there are designated safe/study spaces for students within colleges and departments. 3. Taking additional measures to make ourselves available to students, such as open air "Student Hours" in the College of CNS. 4. More student employment/assistant opportunities.
Affinity groups, events, athletics Connection to student groups Involving larger community to bring students into events Volunteering activities and etc... Sports events that are a large draw for students Hiring student workers, engaged in research, tutoring, academic department clubs

Have your door open/blinds open/lights on when you are in your office to invite student interaction.  
 Visible attendance at campus events, and sitting with students at these events (not in the front at the "administrator" or "faculty" table.)  
 Changing the mindset of faculty/staff as a commuter campus - when you are not teaching or beyond work hours, you are still here and participating in the campus community events.  
 Providing housing incentives for faculty/staff/administrators to live close to campus.  
 A "take your parents to college" day (similar to the take your daughter/son to work day) for first generation students.

1. Space for students to work together in the same building as their department, so it is easy for faculty to drop by.
2. Alumni speakers within the major--brings students and faculty together; students learn about careers.
3. Student clubs
4. Involving students in faculty research
5. University Hour on semesters may help

Grad school information sessions. Talk about our stories as first generation faculty. Zoom in to these sessions. Advising - connect students with faculty in their area of interest. Involve students in research and engagement with the community as relevant to their major. It is legitimate to not be graduate school bound.

developing an environment of campus life  
 establishing a student/alumni association to engage them as undergrads  
 how to we connect the further the alumni office with student affairs  
 we have, however, noticed that engagement as increased significantly in the last ten years  
 encourage student clubs  
 how accessible is information for students?

**Expected Outcomes**

Increase persistence and 4 year graduation rates

get students involved on campus activities and they have appreciate for the campus rather than just going to classes. Have them meet with students from other majors and programs so there will be interdisciplinary interactions among students.

Increased connectedness among underrepresented student groups.

Show up to student events and groups

Tell students in class about events

Increased sense of community on campus.



Afternoon Session - Question 5:

**What efforts can faculty/chairs/administrators make to increase student connectedness on campus?**

**Objective**

To increase diversity in our applicant pools Create a more inclusive search process
recruit diverse faculty
Targetted recruitment via listservs, networks, HACU, Black Faculty Network, etc. Specific 'signal phrasing'/phraseology in the posting/listing that would encourage diverse applicants Encourage existing diverse faculty to be on committee Asking diverse faculty from other departments to be on search cttees in department with current low numbers of diverse faculty Highlight more widely and especially during searches other resources on campus (e.g. DACA Center, etc.) that show the commitment of the campus towards diversity.
Do what Donna said
get the word out about the position to any potential candidates. advertise in affinity publications and websites, as well as graduates from programs and universities that represent diversity. Pay more attention to the recruit and spend more time with them and be supportive of them while they are here. we have to sell ourselves and what we do, how we can support them, provide them with resources as needed.
Increase faculty of color by 20% in each college by 2021.
Utilizing all available methods for recruiting qualified and diverse faculty.

**Actions Plans**

Change the FAM that govern the faculty search process to ensure that search committees are diverse
1. Take inventory of existing recruitment practices across the colleges/departments to see what is working 2. Look at our websites to revamp some so that they provide important information for those potential applicants 3. Expand the number of diversity advocates 4. Tap into existing diversity pools through your associations and networks 5. Lower workloads and better salary
Sending individualized messages/letters to Chemistry/Biochemistry Chairs at the top 50 producers of URM PhD. Advertising in minority publications. Need early notification of faculty searches. Include in the top of the search ad: commitment to diversity. Need to be more competitive in our offers.
Do what Donna & Lori said affinity group caucuses Create pipeline: forgivable loans, mentoring (e.g. McNair); graduate info sessions Networking at conferences envisioni ng yourself here: housing info (real estate/apt agencies) competitive pay starting the process early
spend more time with the candidate be attentive, be accessible to them during the recruitment process and when they are here. spousal hiring and opportunities for spouses provide and expand support to the department in advertisement and recruitment identify best practices and implement them in future recruitment processes. recruit early, give out positions in the spring so advertisement can be done in the early summer.

<ol style="list-style-type: none"> <li>1. Do a capacity assessment in our colleges to gauge our readiness for faculty of color.</li> <li>2. Attend at least one diversity-based recruitment event (e.g., Black Doctoral Network) annually to increase potential candidates of color.</li> <li>3. Networking to promote diverse recruitment (e.g. professional affinity groups)</li> <li>4. Expand the Ph.D project.</li> <li>5. Reach out to and attend diversity conferences (e.g. HACU, SACNAS).</li> <li>6. Design a systematic recruitment process.</li> <li>7. Offer competitive salaries for intersectionality.</li> <li>8. Be in the recruiting mode all the time and look for opportunity hiring.</li> </ol>
<p>Start searches earlier: has to start in spring  Reduce the teaching load for semesters  Committed sustained CSUSB marketing for recruitment  faculty can advertise better at conferences. Align hiring to the national conference.  Better marketing of benefits and intangibles and market Southern California  More competitive starting salaries  Need templates for hiring documents: job descriptions, interview questions and etc...</p>
<p>Identify HBC, HSI and/or other professional groups to place the advertisements.  Creating a calendar of religious holidays to honor diverse faculty religions/observances during the recruitment process.  Have a diverse review committee and make sure all voices are heard and respected.  Writing a broad job description to capture the interest of faculty with diverse work experience.  Intentional about tapping personal networks for potential candidates and/or to help you find/recruit potential candidates.  Take an extra look at professionals who are "up and coming" that have potential (even if they lack some of the traditionally accepted experience)  Asking new faculty to utilize their networks back at their graduate university.  Creating a pipeline program for our own graduate students to help them gain employment and perhaps eventually cycle back to CSUSB.  Continue to actively foster a positive campus climate, a positive college climate and a positive departmental climate.</p>
<p>increase word of mouth practices, with diversified networks. Advertising should be done in a more timely manner (start early - such as July); offers are made in December by many universities (some fields), we are well behind that timeline; some fields have more significant challenges than others due to a small percentage of viable URM applicants, it is difficult to compete in terms of course load and salary; we think the university should look at college-wide "diversity hires" - a position that is specifically designed to attract URM scholars without specifying the exact discipline, but rather searching for high-quality scholars of color who can work in any department or multiple departments across the college.</p>
<p>Start recruitment early. Need to form search committee in Spring.  Reduced workload under semesters will be important. One of the first questions faculty ask.  Highlight that our faculty in their research and professional work and teaching take culture, gender, diversity seriously. Collaboration opportunities. Diverse forms of success and non-traditional forms of professional growth should be featured.</p>
<p>Strategically select the appropriate medium for advertising, as well as appropriate place. Reach out to people we know. incorporate the use of social media.  Include a recruitment package.  Intentionally craft job announcement to specific area to attract candidates. Make area of study more diverse.  Diversify curriculum to attract candidates.</p>

**Expected Outcomes**

Increase the diversity of our professoriate
Make recruitment more competitive and intentional
increase number of applicants from underrepresented applicants
A significant increase in faculty of color within the next 2-3 years.
A diverse faculty has been hired.

## Afternoon Session - Question 6:

### What can faculty/chairs/administrators do to improve our hiring processes?

#### Objective

Increase the yield rates of our faculty searches
To create a hiring process that is smooth, effective and productive
increase recruitment budget for departments
make sure that the recruitment committee members are committed and diverse
earlier time line for recruitment, interviews, and offer to candidates
provide deadline for candidates to accept offers
To provide an encouraging, open, and culturally responsive hiring process.
Add flexibility to the hiring process and transparency on how faculty will be successful here.

#### Actions Plans

Start the search process earlier in the academic year or perhaps in late spring
<ol style="list-style-type: none"> <li>1. offer to bring an extral candidate and/or expand the pool</li> <li>2. Have an applicant go out with an affinity group, e.g. you want to hire a female mathematician, let the applicant go out t o launchwith an-all female groups</li> <li>3. Offer an enticing package - such as benefits for children, children center can be expanded</li> <li>4. Get applicants to meet researchers in their areas of specialization</li> </ol>
<p>Advocate for a more user-friendly hiring software. Get rid of Neo-Gov.</p> <p>Elect the search committee earlier.</p> <p>Streamline the hiring process by decreasing time in-between channels of approvals and giving actual offers. Identify the various processes, find where the gap is and manage the gap in an individualized basis.</p> <p>Give more clarity in salary and start-up negotiations.</p> <p>Share best practices.</p>
<p>Make NeoGov less onerous for applicants. The list of questions are often duplicated in what is asked for as attachments, and they can seem intrusive at such an early stage in the process.</p> <p>2nd Round adding extra materials is not a smooth easy process for applicants.</p> <p>Equivalent to the 1st Gen application issue - overfacing complexity of admin/HR processes may turn off diverse faculty.</p> <p>Complete list of contact people to have finalists to meet, specifically re: diversity initiatives and other aspects of campus that are welcoming to diverse applicants.</p> <p>Automatic sending of HR's 'Benefits/Pensions Packet'.</p> <p>Encouraging finalists to negotiate their salary - signalling that we really want them.</p>
<p>Ensure, administratively, that the required training happens so the search committee can go forward, include other aspects of training such as other FAM rules in the process</p> <p>Skype candidates to create a connection with them</p> <p>Take candidates to neighborhoods, discuss schools, daycare and other things that you can's ask them about but may be of interest to them.</p>
<p>Earlier timeline for recruitment</p> <p>Deadline for acceptance of offer</p> <p>Make offer that are realistic for them to be successful, including funds for start up and professional development activities.</p> <p>Do not put courses to teach in the contract to allow faculty to participate in the decision to choose classes they want to teach in what term.</p> <p>Increase the budget for recruitment. \$1500 is just not enough.</p> <p>Have a common system for CSU that are friendly and stream lined.</p>
<ol style="list-style-type: none"> <li>1. Create and use a rubric that outlines weighted, standardized candidate evaluation criteria.</li> <li>2. Allow candidates to have a customized campus visit based on their needs and interests.</li> <li>3. Invite outside, racially diverse faculty as part of recruitment committee.</li> <li>4. Ensure a positive interview experience to potential candidates.</li> <li>5. Have open communication (e.g. personal issues) with candidates during the process.</li> </ol> <p>lie about 4-4</p>

<p>Recognize yield and launch more hires at one time, above the base level need.          Assess why candidates are not accepting offers, and dis-aggregate data.          Review hiring process at other institutions.          Assess how URM perceive the hiring process.          Behavior based hiring, with teaching demonstration, research impact, and service examples.</p>
<p>Need to change the FAM as it restricts our ability to do "opportunity hires" or spousal hires.          Making sure we start our recruitment efforts as early as possible.          Make the offer as quickly as possible after the decision to hire has been made.          Pay attention to retaining diverse hires, which would decrease the need to continue to hire new faculty.          Provide documentation on promotion and tenure to candidates so they understand the expectations.          Providing an honest overview of the campus, giving both the positive aspects and how we are addressing areas of concern.          Highlight all of the professional development opportunities that are available for faculty.          Streamline NeoGov.</p>
<p>define our searches in broader terms; posting for non-specific subfields; curriculum revisions broaden the curricular scope; neogov is too difficult to use, and there are inappropriate questions; timing is everything, stalls in the offer process keep us from getting top candidates;</p>
<p>More contact with students for the candidate, and have students of color talk about what it is like for them. Spend more time in their visit. Two or three days.          Information about child care.          Form search committee early. In Spring. Summer stipend to Chair to do outreach.          Tours of what the area has to offer. Website should feature information about what areas there are to live.</p>
<p>Improve application system and process. Existing process is not good.          Establish policy for spousal hires of faculty members that include non-academic positions.          Improve access and information regarding child care.</p>

**Expected Outcomes**

<p>Improve the search process which will result in a highly qualified applicant pools and improve yield rates</p>
<p>CSUSB becomes more attractive to applicants</p>
<p>To significantly increase the number of faculty of color over the next few years.</p>
<p>Hiring the faculty member we have selected and cheering on their success at CSUSB.</p>

## Afternoon Session - Question 7:

### What are our shared responsibilities to create a welcoming/inclusive environment?

#### Objective

Engage Affinity groups in the search process to create
retain new faculty and have them be successful through the RPT process.
Create departments and colleges that (a) are more diverse and collegial, and (b) have a majority of underrepresented faculty who describe the college as welcoming and inclusive.
Everyone in the department feeling the responsibility to create an inclusive environment.
Define what it means to be a welcoming environment to ensure a campus unified commitment to inclusion.
Shared responsibility is critical to creating a welcoming group. Cultural taxation should be avoided to ensure that it is clear that the sense of inclusion comes from all constituencies.

#### Actions Plans

Ensure that search committees are diverse
<ol style="list-style-type: none"> <li>1. mentoring - through organizations, and faculty in the college, women collaborative fellowship, help them with the day-to-day challenges of adjusting to a new environment</li> <li>2. COE and Jack Brown Colleges started a joint mentoring for new faculty</li> <li>3. the president and provost have a luncheon with new faculty and we think it should continue and deans should have that</li> </ol>
<p>Have an open-door policy with new faculty.            Initiate various mentor programs (including mentor with similar backgrounds).            Try not to overburden the URM faculty to allow for development.            Provide mentorship.            Encourage the new faculty to attend university/faculty events/development along with a mentor to guide them.            Serve the new faculty to manage workload and be more effective with students.</p>
<p>Propagating social interactions - collaborative groups- faculty networks -            Also, supporting such initiatives (i.e. have male faculty supporting the 'Women Faculty Network', etc.)            Supporting new faculty by slowing introducing them to service obligations (i.e. protecting them from the pressures of being asked to do too much service too soon).</p>
<p>Onboarding needs to be responsive to the needs and interests of the individual.            Focus a meeting for the hiring committee to create a shared vision of the desired hire so that there is not conflict when they actually come            A party</p>
<p>Effective mentoring and support for the new hire and let the new hire choose their mentors.            Have the faculty in department that support the new hire.            Shield and protect new hire from the department politics and differences among the faculty.            Have social functions in the department with faculty, students and staff each term to have the new hire be a part of the department.            Clear criteria and expectations for RPT and provide effective advising of new hire regarding when they are ready to be tenured and promoted to prevent feeling of rejection.</p>
<ol style="list-style-type: none"> <li>1. Bring diverse speakers.</li> <li>2. Assigned time for enhancing diverse activities and cultural taxation</li> <li>3. Check in on faculty and be an ally and a sponsor (not just a mentor)- go beyond mentoring.</li> <li>4. Think beyond just race and gender- there has been no mention of LGBTQ community today. Watch for micro-aggressions and call them out when they happen.</li> <li>5. Pay attention to mental health of current faculty--help us be self-reflective and able to determine how "welcoming" we're able to be.</li> </ol>
<p>Assign a faculty mentor.            Establish research collaborator.            Universality faculty dating site/app.            University Dating App - Not Students, though :)</p>

<p>Revising the RPT guidelines and finding the balance between specifics and general guidance.  Foster a culture of honesty, support and professional development.  Review diverse faculty service requirements to make sure they aren't paying a "cultural tax" because of their race.  Speaking out against injustice without fear of retaliation.</p>
<p>evaluation system keeps untenured faculty in a precarious position, and an unwelcoming, anxiety-filled atmosphere for newcomers; a general atmosphere free of bullying and harassment should be created as a baseline; some dept. or college rpt criteria are restrictive</p>
<p>We should have structures that supports welcoming environment that happens at each hierarchical level - university, college, and local department. This includes sharing the mentoring network.  Honesty in the process and sharing challenges is important to demonstrating the depth and authenticity of the commitment of our campus to diversity.</p>
<p>Streamline and modernize the on-boarding process. Include a clear start up package.  Expanding faculty mentoring network. New faculty should have a mentor assigned.</p>

**Expected Outcomes**

<p>Increase the success rates of our search process</p>
<p>The development of colleges and departments that are more welcoming and inclusive.</p>
<p>A positive work climate for all of us. Everyone feels valued and appreciated.</p>
<p>Commitment across the organizational levels to share in the responsibility of creating an inclusive environment will avoid inconsistent experiences for applicants and new faculty and demonstrate the authenticity of the commitment to authenticity.</p>

Afternoon Session - Question 8:

**What can faculty/chairs/administrators do to mitigate the unique challenges faced by minority and/or underrepresented groups?**

**Objective**

to reduce stress caused by unique challenges faced by URM groups
Retain and support new faculty by having them to be a part of the CSUSB and the neighboring communities.
Meet with faculty and review best practices to understand the unique challenges of faculty of color. Be explicit and intentional in curbing those challenges.
New faculty need balance to get their research program established. Excitement for serving the needs of our students and community can lead to unbalanced work.

**Actions Plans**

1. prioritize what we are asking URM groups to do 2. institutionalize rewards for invisible labor 3. provide professional development for department chairs, deans to help them recognize what URM groups do
Be careful on not exploiting the URM faculty. Look beyond the obvious characteristics of the URM group. Encourage and allow all individuals to self-report their needs to the Chair and the faculty. Some people just want to blend with the group.
Make sure new faculty are aware of different people inside and outside of the department with whom they can feel comfortable to communicate on difficult issues, and have Chairs encourage new faculty to do so (and demonstrate that Chairs are not threatened by that).
No advising for the first year-intentionally reduce cultural taxation. Be intentionally inclusive at all times-observe group dynamics so that all voices are actually heard Help faculty to network and find mentors Help faculty to feel safe and valued- they can be themselves
Introduce new faculty to as many people on campus and community leaders as well as affinity and professional organizations/groups. Make campus a safe environment to speak up about differences and social injustices. Distribute workload among faculty equally and have collective responsibility among department faculty and not to overburden the new hires. Allow them to choose the tasks that they are willing to take on without pressure. Acknowledge the contributions publicly and frequently. Provide a safe, thriving environment. Provide navigational resources for getting answers. Have a faculty handbook with resource guide and organizations that they may want to joining participate.
1. Revise the "Assigned Time for Exceptional Service Award" policy to ensure it addresses the issue of cultural taxation. 2. Open communication to listen to their challenges in class and career development.
Make the invisible more visible. Have cross departmental faculty/staff involved in searches. Faculty mentors in affinity groups not just in the same department.
Monitor the service commitments of diverse faculty. Underrepresented faculty conducting new types of research that are published in more diverse publications. The work in "sub journals" may be at the cutting edge of the discipline and should be recognized (with a review of rigor, of course.) Reviewing the weight of the work of social justice work/volunteer service/community engagement in the RPT process. Valuing the role the faculty member plays in the local community as a role model/mentor. RPT evaluators receiving a training on the ways to differentiate between niche and predatory journals. A good place to start is to subscribe to Cabell's Predatory Journal database.
invisible labor needs to be made visible, so that we can help to protect URM faculty from being overburdened; look closely at how 'service' and invisible workload is quantified and recognized;
Ensure limited new preps Advise against too many service activities Have clear RPT guidelines that convey balance

Include "invisible" things in evaluation criteria.  
Address bias in the RPT process.  
Make sure that faculty have equity in resources including release time.  
Ask these groups what would be helpful ie. CNS Dean took untenured faculty of color out to lunch and asked how he can support them.  
Establish better policy for maternity leave, so there is equity across the board rather than differences by department, chair, etc.

**Expected Outcomes**

A happier, healthier, more fulfilled faculty.  
Successful faculty who continue to engage in the classroom, department and discipline.  
Allow new faculty to contribute to the diverse community of the university while achieving their own professional development goals.