

Faculty Personnel Policies Council Minutes  
Meeting #8  
February 15, 2019

Present: Don Haviland, Grace Reynolds, Richard Marcus, Alan Colburn, Jalal Torabzadeh, Unna Lassiter, David Stewart, Leslie Andersen, Kirsty Fleming, David Wallace

Discussion of Diversity Statement

- Fall retreat on faculty diversity, one action goal was to change the student success statement because candidates may not be clear on what's expected of them.
- Kirsty looked at models: (1) general request for a statement vs (2) proscribed prompts (who do you address diversity in teaching, scholarship, and service; others more open, like describing a diversity challenge and how it has been handled, or give an example of when you worked with a diverse group)
  - So which model looks good to us?
  - Then – what prompts might we ask?
- Who is the audience of this statement? The provost? The committee? Answer: people at every level or stage of the process from committee to the top.
- What if we had a set of open-ended questions and candidate would have to respond to a certain number of the questions, with a word limit either for each question or overall? Could we ask candidates what educational literature within the discipline they are familiar with? What does the literature in your field say about diversity?
- Goal is to find candidates who benefit the department and the university as a whole. Some candidates might prefer a general question, others might prefer more specific prompts. What about a broad question, then some categories to address – perhaps the categories in the article Don shared? Don't want to provide a rubric, that's too narrow, but maybe some more guidance.
- Important for all audiences and stakeholders to be on the same page about what we're looking for. Need the dean and committee to be on the same page. But needs will also vary across colleges, as well as defining what diversity means.
- David Dowell was worried committees were looking for top researchers and not really looking at fit – so that's why he wanted the student success statement. We want to be open –
  - Yes – finding diversity lit in your field is important – but if that's *all* the person does, that might not be enough.
  - We also care about interactions with students or other things.
  - So this is a chance for us to really think about the components of what we want.
  - Do we want to change if from Student Success Statement though? Make it a diversity statement?
- Probably yes, because we don't want a general statement on student success. We want to know about commitment to diversity and serving diverse students.
- An opportunity to redefine the prompts for this genre.

- Type or “this is your chance” prompt that we are interested in diversity
- Focus on the intersect of teaching and diversity. But it intersects with research and service. It is not importance of research areas and diversity in the hiring process. It is also important how a person can contribute to campus life. *How would you support the success of our students?* But, should we say “teaching” or “instructionally-related activity”.
- This should be a document about someone’s preparedness to teach our diverse students. Need to weed out people that blame the student for this problem.
- A prompt could be directed on teaching. Experience with TRIO, McNair Fellows, etc.
- Administrative point of view: Create an understanding amongst hiring committees how important this statement is.
- Proclivities, goals, and identity is not the same as sensitization, articulation of language, or training. Are we ok that that may limit our pool by the place of training? Consensus: yes, if it serves are students better. We may not see that kind of diversity in our top 10 PhD institutions. Focus is concrete and observable.
- Faculty affairs: not a big fan of FA workshops on diversity. Probably be something different to focus more on why diversity matters.
- More than just a statement on teaching.
- To what degree does this contemplate LGBTQ? Statement is broad – “Diverse”.
- What is the objective? Is it linked to university mission and vision?
- Does the person understand the student body?
- Most people who teach here are lecturers. Often lecturers are paid for. Include “class.” “First Generation College Student.” Perhaps we should add. Can’t be added to Inclusive Excellence. It says “race, ethnicity, religion, sexual orientation, ability, and much more.” What of intersectionality? Class? First Generation? Other areas of marginalization? It may be outside the Inclusive Excellence statement. We want to recruit sophisticated people. If we stumble ourselves who do we recruit?
- Is the diversity statement separate from the diversity of the candidate themselves? Yes.
- You don’t hire them for their protected classes. Deciding if someone is qualified is a collection: terminal degree, then subjectivity: can be successful in this environment. A scholarly agenda (broadly defined) that can make them agenda.
- “What is unique about you that makes Stanford a better place?” UCs or etc. don’t have that. Perhaps, but while talking about yourself only it doesn’t help us understand what you do with our students.
- Need references to our statements.
- How to enforce it. Policy and law.
- Do we mean as a general statement: “describe how your knowledge and experience would prepare you to support the success of our students in the classroom and co-curricular activities” Need to wordsmith, but mention teaching first.
- Discussion with Norbert concluded that it should be consultative with FPPC but not a Senate policy.
- Actions:
  - Kirsty will wordsmith based on this meeting and CAC comments.

- Kirsty will then take to dean's council.

Future Issue:

- Course classification. Is there a need for a practical guidelines for course classifications?  
It was part of the normative staffing formula in the 70s. Kirsty: It is a curricular issue.  
David: in practice we probably handle it at each college.