

DRAFT Proposal from Ethnic Studies for Increasing Faculty and Curriculum Diversity

Faculty Diversity

Call for Immediate Responses with Current Institutional Resources

- Analyze demographic hiring data from the last five years and present results to faculty to see if the problem lies in recruiting a diverse pool or in making the hire. Mandate yearly report to faculty by Dean on progress toward goal.
- Given that our current policy only allows fast-tracking an underrepresented candidate after a position has been approved, and that since its creation in 2009 nobody has been hired under its restrictive guidelines, we request the creation of Opportunity hiring policy that would establish four new positions that could only be used by departments and programs who hire non-white candidates.
- Continue to use existing pre-doctoral fellowships to attract promising ABD candidates to LC with the goal of hiring them if they prove to be viable candidates.
- Charge a high-level administrator with the responsibility to push forward efforts to diversify faculty.

Call for Statements of Institutional Commitment

- The current faculty is 83 percent white. Establish the goal, over the next five years, of increasing the proportion of non-white faculty by 10 percent, with special attention given to those groups who are woefully underrepresented, specifically black and Native American. The twenty-year goal would be to create a faculty that matches the demographics of the United States. Today that means, Black: 13%, Latino 17%, Asian 5%, Native American 1%.
- Since diversity is one of the strategic goals of the College, we recommend creating a Diversity Fund to realize this goal. The College will start a capital campaign with diversifying the faculty and curriculum as its top priority.

Diversifying Curriculum and Pedagogy

Call for Immediate Responses with Current Resources

- Diversify curriculum by tailoring search descriptions where appropriate, to give preference to candidates who focus on underrepresented areas of the curriculum: African and African American studies, Asian American studies, Native American studies and Latino/a studies.
- Prioritize diversification of first-year curriculum within the current Exploration & Discovery program, specifically by including a more extensive set of assigned readings that more robustly include underrepresented identities, histories, and experiences, as well as rethinking the kinds of critical questions we ask of all texts.

- Prioritize diversification of the curriculum with respect to underrepresented identities, histories, and experiences in the upcoming process of reviewing and revising the College's first-year and general education requirements.
- Charge a high-level administrator with the responsibility to push forward efforts to diversify curriculum.

Call for Statements of Institutional Commitment

- Solicit outside funding to allow current faculty time to include issues of race and ethnicity in their current courses or to develop new courses that attend to these issues. Establish pedagogical workshops for all faculty to address issues of diversity and inclusion both in and out of the classroom so that faculty of color are supported in doing this important work. This will allow all faculty to have a hand in diversifying our curriculum, addressing the structural inequalities of race that persist at Lewis & Clark, and creating a more welcoming environment in which these new hires can thrive.

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