

Faculty Action Plan to Address Institutionalized Racism

In the context of the current national conversation about racism, social justice, and equity action, and as we think about the evidence of institutionalized racism at Cedar Crest College in direct response to issues raised by The Forgotten, a group of Black alumnae, and former faculty and staff, the Cedar Crest Faculty wishes to affirm the importance of working together as a community to listen to and support our students and colleagues of color; to recognize where we have failed to do so; and to commit to changing the infrastructure, curriculum, and culture of our institution in order to fulfill the College's mission of equality. As educators, we acknowledge that we have a responsibility to do all in our power to create a diverse, inclusive, and equitable learning environment that values all students, staff, and faculty, their histories, and their contributions.

In order to address absences in our courses and our curriculum, individual faculty members, academic departments, and faculty committees will work towards the following goals:

- Increase the number of faculty Diversity Advocates and expand and support their role to enable them to serve as mentors/advocates able to partner with academic departments as departments seek to recognize and respond to racism in their courses and programs.
- Compile and share a set of resources on diversity, equity & anti-racist content and pedagogy to assist faculty as they seek to revise their courses and teaching practices. Ask department chairs to encourage their faculty to review and utilize these resources frequently.
- Create an appropriate mechanism for support and accountability as departments seek to identify and implement course and program revisions that will foster a greater understanding of racism and discrimination and their effects, as well as to help our students to recognize and combat them.
- Require all faculty members and returning adjuncts to attend all diversity modules provided by the Diversity Trainers.
- Include space and a prompt within the yearly self-evaluation form for faculty issued by the Provost's Office to discuss how they have addressed diversity, equity, and antiracism issues in their teaching and what plans they have to achieve greater awareness of these issues and to implement that knowledge more fully into their teaching and interactions with students.

To support this work, during the current academic year, the Faculty Council and Faculty committees will engage in the following activities:

- Members of the Diversity Advocates group, partnering with faculty members on Faculty Council and Diversity Trainers, will create and distribute a diversity, equity, and antiracism guiding framework that faculty can use to evaluate their course content & reading assignments, providing a baseline to build upon to best integrate more diverse, equitable and antiracist perspectives, in order to foster greater intercultural competence in class content. Resources may be contributed by current Diversity Trainers and other faculty or staff members or alumnae with teaching expertise or disciplinary knowledge of diversity "best practice."
- Consulting with department chairs, the Committee on Undergraduate Education and the Graduate Programs and Policies Committee will document where departments are addressing diversity, equity, and antiracism in courses and programs. A status report, including committee recommendations and departmental plans, should be included by CUE and GPPC in their end-of-year report, which is distributed to all faculty and those staff members included on the All Faculty distribution list. The reports should additionally be shared with the Director of Diversity and Inclusion.
- Require attendance at diversity training modules for all faculty and returning adjuncts. Working with the Provost, department chairs are expected to ensure their faculty members' completion of these modules. The Faculty Personnel Committee will work with the Provost to make diversity training mandatory for all new faculty hires. It will also discuss how to make these trainings

mandatory for adjuncts who have taught or will likely teach at the college for more than one semester. In addition, the FPC will consult with the Provost about how commitment to future modules will be obtained.

- The Faculty Personnel Committee will work with the Provost to formalize how faculty have addressed issues of diversity, equity, and antiracism in faculty self-evaluations.

Additionally:

- The Faculty Council will strongly advocate for time set aside at the August and January faculty workshops, or at a separately scheduled faculty forum, to provide an opportunity for instruction in and discussion of social justice issues, including racism, microaggressions, and accommodations. At the August workshop, for example, departments can be provided with an opportunity to use the diversity, equity, and antiracism guiding framework described above to evaluate programs and courses, and to discuss needed changes and how they might be accomplished.
- The Faculty Council will continue its series of faculty talks using a virtual platform, this year to be focused on faculty who conduct research involving racism, diverse pedagogies, or social advocacy, or who use such research to inform their teaching. All faculty and adjuncts will be encouraged to attend these talks.
- The Faculty Personnel Committee will, in its planned revision of the expectations for faculty provided in the Faculty Handbook, consider whether and how those expectations convey an appropriate valuing of faculty work involving diversity and equity through teaching, scholarship, and service. The FPC should also review the peer review guidelines and provide a mechanism for commentary on how the instructor being reviewed addresses diversity, equity, and antiracism.
- The Academic Policies and Services Committee will review the syllabus guidelines given to faculty members to ensure that the statement on diversity and inclusion acknowledges the value of diverse perspectives in the classroom.

Within the next two years, the Faculty and Faculty committees will engage in the following activities:

- Revise the College's Liberal Arts Curriculum to engage more systematically with diversity, equity, and antiracism.
- Provide the Provost, President, and Board of Trustees with a recommendation for an appointed faculty member to partner with the Director of the Center for Diversity and Inclusion, to facilitate coordination of faculty activities and curriculum surrounding diversity, social justice, and advocacy.
- Coordinate with the Director of Diversity and Inclusion and the Provost's Office to seek funding for faculty development, in order to assist faculty in the creation of courses that are more inclusive and culturally aware. Funding should also be sought to provide additional training for Diversity Advocates and Diversity Trainers so that they will be supported in their work.
- Advocate that the President's Cabinet be expanded to include a staff or faculty member who is trained in anti-racism and diversity.

While supporting intercultural, and antiracist dialogue among ourselves and our Cedar Crest community and, importantly, seeking to correct structural inequities must be tasks we embrace as faculty, we recognize that other members of our community have work to do, as well. From the Board of Trustees, to administrators and staff, to our student body and our alumnae, all who claim connection to Cedar Crest College must continue to collaborate to create the change we seek, a change that will require the College to invest financial resources, not only to solicit faculty effort. Only in this way can we sing our alma mater's line "She ne'er will fail us" and know that it holds true for all.