

“Building on the Block” Recommendation #5 – Workplace Excellence

Faculty and Staff Diversity Action Team

May 23, 2014

The Faculty and Staff Diversity Action Team was charged with two central objectives in 2013-14:

- Adopt innovative strategies for hiring and retention that will aid in *attracting and retaining a diverse faculty, staff, and administration and fostering an inclusive campus culture that values different backgrounds, experiences, ideas, and opinions.*
- Adopt a formal program for onboarding/orientation at the college and department level that will support the goal of *attracting and retaining a diverse faculty, staff, and administration and fostering an inclusive campus culture that values different backgrounds, experiences, ideas, and opinions.*

As described in the January 2014 progress report, in fall 2013 the team reviewed current practices of recruitment and retention for both faculty and staff at Colorado College and acquired information on practices at similar institutions. The team divided into three subgroups, each of which focused on a particular topic – recruitment, onboarding, or retention. Findings and emerging ideas were included in the January report. In spring 2014 the team gleaned key themes and ideas from its research. This April report describes existing practices, recommended enhancements, and suggested new practices.

FACULTY AND STAFF RECRUITMENT

1. Faculty Handbook

Existing Practice: There are recruiting guidelines in the faculty handbook.

Enhancement: Require adherence to these guidelines and develop mechanism to ensure compliance before, during, and after each search. Once guidelines are consistently followed, recommend assessing the guidelines for further enhancement and improved efficiencies.

2. Riley Scholars

Existing Practice: The interest in identifying potential candidates in Riley Scholars begins with departments and may not always be associated with a potential tenure-track position. Not all departments understand that the Riley Scholar should be associated with a planned vacancy.

Enhancement: Encourage departments to look at Riley Scholars when there are planned faculty departures through resignation or retirement; recruit Riley Scholars for those positions. We recommend that the college continue strategically recruiting Riley Scholars in those departments that anticipate a tenure-track opening in the near future.

Adhering to this practice of recruitment would increase the potential that a Riley Scholar will have the opportunity to apply for a tenure-track position.

We also recommend that the college consider lengthening the duration of the fellowship from one to two years. The second year would be contingent upon a positive evaluation from the department and evidence of success in year one. Currently, pre-doctoral Riley Scholars teach only two courses per year so they have more time to complete their dissertation. Post-doctoral fellows teach three courses per year. Theoretically, this program provides an opportunity for a fellow to gain experience teaching while also making progress on her or his scholarship. This report recommends examining whether fellows are able to achieve both goals or whether the college could support a program that requires teaching only in the second year.

3. Staff Recruitment

Existing Practice: No formal internship opportunities exist (similar to the Riley Scholars) that create staffing opportunities for diverse and underrepresented people.

New Practice: Design and implement a multi-year professional internship opportunity for minority and underrepresented groups. Another name for the internship program could be “target of opportunity,” as the college previously used that language. The internship program can be for CC students or other non-CC individuals, and consider the intern for full-time employment, if a position is available. INROADS (the nation’s largest non-profit source of paid internships for undergraduate, diverse youth) may be a potential partner for this kind of internship program. A program like INROADS could be used with the intention to help find possible interns and good matches for the college’s program.

- In addition, we suggest designing a similar internship program for existing minority and underrepresented employees who may be seeking to shift careers.
- Establish formal process for internal recruitment consideration for department/division reorganizations and creation of new positions.

4. Committee Roles

Existing Practice: The college has standing committees (Women’s Concerns Committee and Minority Concerns Committee) that encourage a campus culture that welcomes minorities and women.

According to the current committee charge, the Minority Concerns Committee promotes cultural diversity at Colorado College by monitoring compliance with the college’s equal opportunity policy. The Committee supports the college community in its efforts to recruit and retain minority faculty, staff, and students, and to address cases

of discrimination. The Committee appoints one representative to every search committee for departmental faculty and to every search committee for exempt staff.

According to the current charge, the Women's Concerns Committee advises the dean regarding appointments of non-departmental faculty members to faculty search committees. It advises the Human Resources Office and the hiring supervisors on appointment of persons to search committees for exempt staff.

Enhancement: Define the roles of these committees more clearly with respect to their involvement in recruitment.

5. Committee Preparation

Existing Practice: Human Resources (for staff searches) and the Dean's Office (for faculty searches) consult with search teams to make sure that team members are aware of fair and legal pre-employment questions that committees may ask and how best to learn about an applicant's experience, knowledge, and abilities if such information is not self-evident. However, this collaboration and guidance may not occur consistently.

Enhancement: We recommend that this process be consistently utilized and that there are mechanisms in place to ensure that search teams receive diversity training and understand appropriate processes and practices. Mechanisms should be developed to assess the effectiveness of the consultation.

6. College Statements on Diversity

Existing Practice: Currently, the college has three diversity statements in circulation.

Statement Source-

Minority Concerns Committee: Not used but referenced (Faculty Recruiting Handbook). "The college is committed to increasing the diversity of the college community. Candidates who can contribute to that goal are particularly encouraged to apply."

Faculty Postings: Stated at the bottom of the posting EQUAL OPPORTUNITY EMPLOYER: "The Colorado College welcomes members of all groups and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, sexual orientation, gender, identity, gender expression, national origin, or disability in its educational programs, activities, and employment practices. Additional information about the college is available at <http://www.coloradocollege.edu>"

Staff Postings: The EEO statement used is located on the HR Employment website. In addition, diversity is mentioned in the Responsibilities Section of the position posting [New hire will] "Support and contribute to the goal of achieving

greater diversity at Colorado College and work effectively with the many constituencies in a college environment.”

Enhancements:

- Establish one definition of diversity and adopt one diversity statement to use in advertisements for faculty and staff positions. The common statement should appear prominently in position postings and on the college’s employment website. See attached draft Diversity document co-developed with the Student Diversity Action Team.
- Add more definitive language to the college’s recruiting materials on spouse/partner hiring strategies
- Design and implement college-wide professional development programs on diversity

7. Employer of Choice

Existing Practice: The college currently asks applicants for staff positions how they learned of the opening. The college lists the following sources:

The Gazette (print ad), Employee Referral (name), Springsjobs.com/monster, Other, Denver Post, *The Chronicle*, *The Pueblo Chieftain*, IM Diversity, Jobing.com, HigherEdJobs.com, *Pikes Peak Workforce*, CC Web Site, InsideHigherEd.com, Hero2Hired.org, Indeed.com, SimplyHired.com, Craigslist.com, Colorado Workforce Center, LinkedIn.com, Employee Referral

Although applicants’ responses may indicate where applicants are most likely to learn about available positions, knowing which ad placements most successfully reach candidates falls far short of strategically seeking out potential candidates and persuading them of the desirability of working at Colorado College.

Enhancement: We recommend that the college require academic and administrative departments, programs, and hiring supervisors to establish recruitment channels and promote the college as an employer of choice for diverse applicants. Possible strategies include: become involved with the Higher Education Recruitment Consortium (HERC); join diversity network associations and directories; collaborate with other higher education institutions within the state and ACM on referrals; develop a feeder program with HBCU, HIS, Asian, and Tribal institutions - create a niche of diversity boards in higher education and use them as needed to recruit for specific positions; partner with diverse local and state organizations to promote select positions and participate in online diversity job fairs.

8. Employee referrals

Existing Practice: Via an informal process, staff currently encourage their professional network contacts, friends, and other connections to apply for staff positions.

Enhancement: Implement a formal robust staff employee referral program that rewards employees with a referral bonus if and when their referral is hired. Diverse applicant referrals would be a key component of the program.

9. Search Processes

Existing Practice: At the end of a search, there is minimal opportunity for the college and hiring committees to reflect on what worked well and what did not. In fact, some search committee participants have said that they were not informed of the offer the college extended.

Enhancement: We recommend that the college take steps to continually assess the design and the execution of search processes. These steps could include:

Encouraging all faculty search committees to use PeopleAdmin to promote efficiency, data gathering on candidate diversity, consistency of applicant information, and determine the effectiveness of recruitment sources used.

At the start of a search process, require department chairs and heads to confer with the dean/HR to determine recruitment media sources and diversity goals.

Develop new and consistent reporting tools and mechanisms for search committees and search chairs to provide information on how the applicant pool was created, how the position was advertised, how many applicants advanced to each round, how candidates were initially screened, and methods of interacting with candidates such as telephone interviews and on-campus visits.

New Practice: Develop quarterly review on diversity recruitment efforts and outcomes. Involve the President's Cabinet, Human Resources, and MCC and WCC depending on their future role and involvement with recruitment.

10. Diversity Goals

Existing Practices: At the start of the recruitment process, there is generally a discussion with the hiring department and Human Resources (staff positions) and the Dean's Office (faculty positions) about recruitment sources that will target women and minority applicants. Since the college is a private institution, an affirmative action/diversity plan is not required that may include specific numeric hiring goals for women and minorities by occupation, discipline, and region. While our practice is considered a "soft" approach to increase diversity, it limits the college from achieving concrete goals and being accountable for desired efforts and outcomes

New Practice: Establish a method(s) to identify specific goals by department, discipline and occupation. Examine census data that include race and gender information according to occupation, industry, and geographic locations to assist in determining specific goals and to establish effective target recruitment strategies.

FACULTY AND STAFF RETENTION

How can the college retain diverse faculty and staff once they are hired? What practices both enable diverse faculty and staff to thrive and simultaneously demonstrate appreciation for all staff?

Recommendations That Apply to Both Faculty and Staff

1. Inclusiveness (All)

Existing Practice: The college's diversity initiative proposes to increase awareness of the importance of diversity and inclusiveness through programs, special events, and the creation of the assistant vice president/director of The Butler Center position.

Enhancement: Clearly define and assert the value of diversity and inclusiveness by implementing the following:

- Cultivate a culture of respect and inclusion that is demonstrated and embraced by all members of the college community. Incentivize and/or encourage all employees to attend education sessions about diversity topics such as respect in the workplace, understanding and embracing differences, etc.
- Create and support professional development opportunities for those who are members of underrepresented groups, while being mindful to not exclude other groups
- Align diversity programs and principles into college values, culture, and practices.
- Demonstrate appreciation for and leverage the value that individuals of diverse backgrounds and perspectives bring to the college.
- Include white, heterosexual men in all diversity initiatives so this group is not excluded when discussions and initiatives are underway

2. Collaboration (All)

New Practice: We recommend that staff be encouraged to sit in on classes to learn more about instructional aspects of the college and engage with instruction and the faculty within the Block Plan.

Consider utilizing staff as the second responsible adult for blocks abroad. Develop criteria, such as employed at the college for a certain number of years (3 or 5 years minimum, for example) and a certification process that ensures that staff have a common skill set with which to perform their duties and to support faculty while they are teaching abroad.

3. Work and Life Balance (All)

Existing Practice: The college currently provides time off under the Family and Medical Leave Act as well as Parental Medical Leave, Parental Leave, and Parental Involvement Time Off. Some supervisors allow for flexible scheduling but the practice is not consistently used and not all staff have access.

New Practice: We recommend that the college design and implement a program that accommodates the demands of different phases of employees' lives. Beyond the Family Medical Leave policy that already provides leave with and without pay, this program could include unpaid time for faculty and staff that need to leave the college for full-time caregiving of children, parents, spouses, and/or domestic partners. The program would allow the person to apply to separate from the college for a period of time, but stay connected to the college and their career paths. The connection could include coaching, training, or updates of campus changes and events. At the end of the period the person could choose to return as an employee at the college by applying for an available vacant position.

In addition, for staff specifically, the college should develop strategies for supervisors to work with their staff to allow for more work-life balance and schedule flexibility when appropriate and feasible for employees' positions.

4. Parental Leave

The college should adopt a parental leave policy for faculty (and staff) that is at least comparable (and thus competitive) with those implemented by our comparison group. This recommendation is of critical importance to women faculty, but it is important to everyone.

Staff Retention

5. Staff Compensation

Existing Practice: The College Compensation Committee provides recommendations to the college's budget committee regarding the proposed size of salary pools and annual salary adjustments for both staff and faculty. In the recent Climate/Engagement Survey and in the action team's less formal survey of staff, staff voiced concern about not understanding the compensation system and whether supervisors possessed the

competence to conduct fair and accurate performance evaluations that result in merit pay.

Enhancement: Pursue an initiative to increase supervisors', managers' and employees' knowledge of the college annual evaluation and compensation practices and require all employees to attend sessions that are provided on these topics. The 2013 Climate Survey illustrated that increasing knowledge will promote the perception that supervisors use valid and reliable indicators to evaluate their employees, which contributes to the salary increase recommendations based on those indicators. Employees will have a solid understanding on evaluation and compensation actions. This approach would give staff a higher level of assurance that the person most intimately familiar with position responsibilities would also be the person recommending changes in compensation on behalf of the staff.

6. Staff Career Progression

Existing Practice: Staff employees learn to perform the duties and responsibilities of their positions assuming for the most part that they will stay in their current position.

New Practice: Provide both mandatory and voluntary means of supporting and preparing staff for next career step, whether the means are internal or external of the college. Staff could be required and/or encouraged to participate in:

- Receiving coaching and guidance to advocate for one's self or asking a supervisor to advocate on their behalf; goal setting, networking, advancing one's education and navigating careers at CC. Managers and supervisors should be required to provide these forms of support to all staff.
- Finding and joining networking circles and professional forums to help women, ethnic minorities, parents, gay and lesbian professionals connect with each other and have access to mentoring and professional development opportunities. Require staff in leadership positions to mentor and have mentoring time recognized in the performance evaluation.
- Formal leadership programs. Staff from underrepresented groups should have access to formal leadership training tailored to the staff member's career goals whether they are new hires, experienced staff, or top-performing staff who are ready to advance to a higher level of work or a leadership role.
- Develop a mentoring program for young professionals at CC.
- Provide guidance to supervisors on how to assist staff in determining one's professional goals and to develop a professional development plan. Also to

promote staff to take personal responsibility to determine their career goals and to participate in the college's professional development program.

7. Staff Community Service

Existing Practice: The college policy allows full- and part-time staff to request up to four days of paid leave to volunteer for civic or charitable trips and activities that are sponsored by the college.

Enhancement: Allow staff to receive time off (with pay) to volunteer to participate in non-college sponsored events [as long as the events are consistent with the College's core values]. In order to build community and create a sense of place, and to promote CC as an employer of choice in the community, these opportunities should include community service as a group as well as individual volunteering.

8. Staff Recognition and Respect

Existing Practice: The college offers a collegewide staff longevity recognition program, birthday celebrations; new hire introductions, and a peer-to-peer recognition program- "You Rock," through which staff members acknowledge the contributions of other staff. Other recognitions may occur at the department level. In the college's recent Climate/Engagement Survey, however, only 35.5 percent of those responding believe that the college's awards and recognition programs are meaningful.

Enhancement: We suggest additional ways for supervisors to better understand how to effectively recognize staff:

- When interviewing potential new supervisors and managers for jobs at CC, interview questions should inquire about the applicant's practices and successes in recognizing employees in their past jobs.
- To identify forms of recognition that will be well-received, supervisors and managers should ask employees what types of recognition are meaningful to them;
- Encourage communication, collaboration, and recognition
- Have senior level administration demonstrate meaningful and effective listening skills that encourages engagement with staff
- Work with staff to help them identify and develop their professional strengths and ultimately achieve their potential.
- Use collaboration as a tool to foster a respectful workplace, and enable staff to pursue common objectives rather than wasting energy on internal detractors such

as 'turf' wars, or advancement of individual agendas at the expense of relationships with colleagues.

- Instill expectations for all members of the college community to show respect for one another and demonstrate the value of grace.

New Practice:

- During the annual evaluation process, supervisors and managers should be required to document how they have recognized their staff, unit, and/or division.
- The college should develop/provide ongoing professional development programs for supervisors and managers on how to recognize and reward staff

Faculty Retention

In some respects, faculty retention issues are quite distinct from staff retention issues. Because faculty searches are always national (if not international), Colorado College is in direct competition for new faculty with the finest colleges and universities in the country. This obviously poses special challenges with respect to recruitment, but it also means that the early years of a new faculty member's career at the college are particularly important for retention: while the search process is still fresh, new faculty members are especially likely to keep their options open. The special demands of teaching on the Block Plan, combined with the importance of scholarship and/or creative work and the constant pressures of college service, make the years before tenure uniquely challenging for new faculty members. Some young faculty are bound to move on, realizing that life at Colorado College is not really a good fit for them. Other young faculty may love it here but choose to leave, because another institution offers advantages that are unavailable within the college's framework: generally, these advantages have something to do with the balance between teaching and research. After tenure, faculty are significantly less likely to leave the college, but retention issues turn into quality of life issues, and these in turn can generate morale problems. Retention issues both before tenure and after tenure are, almost certainly, heightened for women faculty and for faculty of color.

General recommendations:

9. Data

The college needs accurate data about faculty retention. Some of these data may well be readily available. However, we should implement a policy of exit interviews for all faculty leaving the college to determine more precisely just why individuals choose to leave. This will also help the institution determine the extent to which there may be special problems relating to the retention of diverse faculty. The interviews should be

conducted independently from the academic department, and separately from interviews from the Dean's Office and human resources.

10. Review Process

The faculty personnel review process, at every level, should be made absolutely clear, and each stage of the process should be as transparent as possible.

11. Department Chairs and Program Directors

Because they play such a central role in the faculty personnel review process, they should be held responsible for doing as good a job as possible in this domain. To this end, chairs and directors should receive professional, serious and effective (mandatory) training in personnel matters. Chairs and directors should also receive compensation for their work that fully reflects the importance and challenges of this work: this may require additional blocks of release from teaching responsibilities and/or additional salary for the work of chairing and/or directorship.

12. Orientation and Mentoring

The college should implement swiftly and carefully the recommendations for new faculty orientation and mentoring found elsewhere in this report.

13. Parental Leave

The college should adopt a parental leave policy for faculty and staff that is at least comparable (and thus competitive) with those already implemented by our comparison group. This recommendation is of critical importance to women faculty, but it is important to everyone.

14. First-Year Course Relief

Give faculty in their first and second years one block of course release time each year to sit in on one or more courses for the purpose of coming to understand the Block Plan from the inside and to meet with more senior faculty about issues relating to teaching. See recommendations under recruitment for more information.

15. College Service

Make as explicit as possible the service expectations for faculty before tenure, and assure that chairs and program directors protect their younger colleagues from excessive service demands in and out of their home department.

16. Teaching Loads

The college should undertake a full review of teaching loads across the disciplines, paying particular attention to how teaching loads are determined at our comparison institutions. The goal of such a review should be finding a balance that is equitable and

fair. This may be of particular importance for faculty in the arts and the natural sciences who have lab classes.

17. Scholarship Support

The college should undertake a full review of institutional support for scholarship and creative work across the disciplines. The goal of such a review should be finding a balance that is equitable and fair. Faculty in “well-endowed” departments, for example, should not thereby reap unfair rewards because of special possibilities for institutional support for scholarship and research.

Recommendations relating to faculty diversity:

18. Overall Campus Diversity

Faculty of color are more likely to be hired and to be retained if there are a sufficient number of students of color on campus. (Similarly, it will prove easier to recruit and retain students of color if there is a sufficient number of faculty of color.) These recruitment and retention efforts must go hand in hand.

19. Race and Ethnic Studies/Curriculum in General

The college should make a greater investment in the Race and Ethnic Studies Program. This will almost certainly require a commitment to additional faculty lines in the program, some of which might well be filled by more senior candidates. Review diversity in the curriculum and its relevance to the diversity requirement and whether the prior intentions are being realized.

20. Diversity Hires of Opportunity

The college should consider hiring faculty of color, more generally, at more senior levels, even if this should require hiring faculty with tenure. This is one way to meet “market expectations” in salary and benefits without compromising the college’s longstanding faculty salary policy.

21. Riley Scholars

Riley Scholars should all receive two-year appointments, so that they do not immediately find themselves having to apply for other highly competitive positions. See Riley Scholars recommendations under “recruitment.”

22. Student Connection

Develop programs that would better connect faculty of color to students of color.

ONBOARDING/ORIENTATION

Staff Onboarding and Orientation

1. Departmental Onboarding Practices

Compile and consolidate departmental onboarding practices to be used for all new staff. Provide tools for departments to create and/or enhance their unique onboarding practices until all departments and divisions have onboarding programs. Develop plan to review programs every three to five years. Continue development of the “Thrive@CC” program being spearheaded by human resources. Create an onboarding toolkit for managers that contains checklists of onboarding tasks/activities to be completed (use ITS: version as a guide).

2. Pre-boarding Practices

Implement consistent pre-boarding practices including peer-to-peer and community connections, new-hire paperwork, campus and community information, and personal resources. Also implement the creation of a “New Hire Portal” online to house the information. Create a pre-boarding packet for candidates that interview on campus that provides information concerning the college, Block Plan, diversity, etc.

3. Ambassadors and Mentorship Programs

Implement a CC Ambassadors and Mentorship program for new hires throughout campus. Ambassadors would be from outside of the hiring department, mentors from within the department or division. Involve Staff Council and college leadership in the creation of the program. Have accountability and benchmarks for success tied to employee evaluation processes for staff that serve as mentors; create additional opportunities for staff excellence tied to extra service loads. Have a stronger focus on inclusivity and excellence by providing training for staff that may serve as mentors. We propose a program that works across campus to support the growth of a more diverse faculty and staff.

4. Red Carpet Welcome

Find ways to “roll out the red carpet” in small, thoughtful ways: lunch invitation, CC gear (water bottle, t-shirt), personal welcome on first day (within department & outside stakeholder and/or Welcome Committee), search committee welcome, and/or supervisor check in at end of first day. Send a “welcome postcard” to new hires, as this is a best practice.

5. First Year Engagement

Existing Practice: Human resources currently conducts a check-in phone call with new employees after 30 days, and all new employees are invited to the quarterly onboarding focus group sessions.

Enhancement: Hold continuous/incremental interviews and meetings between new hires, key stakeholders, and HR throughout the first year to gain a sense of the new

hire's engagement and adjustment to culture, role, challenges, and alignment with the community. Research the viability of using the onboarding module in PeopleAdmin to track the onboarding process of new employees.

6. New Hire Social Network

Create a "New Hire Social Network" online to include: "meet and greets," all-campus Staff Council events, new-staff-only social events, informal departmental gatherings, and/or HR newsletters.

7. All-Campus Professional Development

Focus on all-campus professional development to promote cultural competencies and greater visibility of our mission and commitment to diversity.

8. New Social Engagements Strategies

Create additional, on-going social opportunities, such as a supper-club or lunch outings, including events for multiple departments to increase the feeling of a campus community.

9. Colorado Springs Engagement

Research and recommend for implementation, best practices to assist new employees who are relocating to the Colorado Springs community.

Faculty Onboarding and Orientation

10. New Faculty Ambassador

The Dean's Office and/or department chair could assign a junior faculty member to serve as a friendly face and colleague on campus to new tenure-track hires. The faculty member would help assist the new hire in creating a junior faculty support network and answer questions related to campus or Colorado Springs. Ideally, this ambassador would be someone the new hire met during the campus interview.

11. New Faculty Orientation Week

We suggest beginning the new faculty orientation the Monday prior to the Fall Conference. Included in orientation could be social events in addition to those already in place. New faculty members should have access to information such as the benefits website at the HR session with computer terminals/internet access, and information related to the all-college course evaluation, grading policies and procedures. The one-day retreat should focus on teaching on the Block Plan and foster a social network. We also recommend that all new faculty, including year-long visitors and Riley Scholars, be included in all orientation week events.

12. CC New Faculty Welcome Packet

We suggest creating a packet for new faculty, separate from the more general new hire packet, which will be distributed for review and discussion at the one-day orientation retreat. The packet should be available online too. The packet should include at least four items:

- A description of blockly faculty events such as the all-faculty meetings.
- A faculty review and sabbatical timeline to educate new hires on when and how to start preparing third-year review materials and when and how to prepare and submit a proposal for early sabbatical.
- Information on faculty development resources, including a description of the TLC director's mentoring role and the role of the faculty mentor appointed by the Dean's Office.
- A description of orientation/mentoring responsibilities of the department chair.

13. Diversity during Orientation

Address college's mission; Describe the current demographic picture of the CC campus; identify challenges to increasing student, faculty, and staff diversity; emphasize the college's commitment to diversity at either the one-day new faculty retreat or highlight diversity as a special goal at the campus resources session during orientation week.

14. One Additional Non-Teaching Block during Block 1 of the First Year

Allow new faculty to observe classes, participate in development workshops, and participate in other campus events to increase the new faculty member's social opportunities and knowledge of the college. One additional non-teaching block in year one may help alleviate stress, especially stress associated with teaching multiple blocks in a row; an extra block would also enable new hires to dedicate other non-teaching blocks to research or course development. See recommendation under "recruitment."

15. Department Orientation

Departments facilitate a department-appropriate orientation. Departments should be encouraged to design their own orientation for new hires. The Dean's Office can communicate what will be required in the orientations and the departments can decide how to best meet those requirements.

16. Crown Center Faculty Development Workshops

Create workshops concentrated in Blocks 1 and 2, limited to incoming faculty, to focus on designing a syllabus, utilizing discussion-based and hands-on learning at CC, and maintaining a home and work balance as a professor. Recommend also enhancing the writing workshop boot camp. It is recommended that these workshops be held as early as possible to increase their usefulness to new faculty.

17. Workshops on Third-Year Review

Although the college currently provides an orientation meeting about the third-year review process, workshops on the process of adjusting to teaching and service work on the Block Plan would also be helpful. Ideally, these workshops would be facilitated by junior faculty members who have completed third-year review.

18. Restructure Faculty Mentoring Program

In an effort to provide a better match between the mentor and the mentee, we suggest implementing a change to the program where faculty members express interest in mentoring a specific new hire. This would help ensure that the new hire has a faculty mentor interested in creating the best experience possible. We also suggest clarifying the mentor's role and what is to be expected of them in the program. Finally, there is currently confusion over the duration of the mentorship program. We suggest limiting the mentorship to one or two years, and placing an emphasis on strong mentorship in the first year. Recommend developing a formalized structure for year one to the program.

19. Diversity and the Natural Sciences

Incorporate Diversity and Natural Science Perspectives into the two-day Liberal Arts Workshop. We suggest enhancing the Liberal Arts Seminar/Workshop with a discussion of readings focused on the role of racial, ethnic, and gender theory within a liberal arts education. Also, the college should identify and implement readings and activities that better connect new faculty across disciplines with more attention to the natural sciences than has occurred in the past.

2013-14 Action Team

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