### Affirmative Action

# 77- Statistics Analysis,  7 –Statistical Analysis; 22 - Recruitment Resources, 4 - Search & Selection 24-Recruitment

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<th>77.</th>
<th>Objective- Devise a system of procedures and record-keeping for hires, complaints and workforce statistics for the Affirmative Action Committee members and search committee members.</th>
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<td><strong>Goals</strong></td>
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<td>1. Compile a spreadsheet to capture the hiring patterns for faculty and staff</td>
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<td>2. Compile a spreadsheet to capture the number and types of complaints and develop a document template for documenting AAO/EO related complaints</td>
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<td>3. Compile a spreadsheet to capture a snapshot of the workforce for the AAP</td>
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<td>4. Develop a tracking system to ensure fiscal responsibility for advertising throughout the Academy.</td>
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<td>5. Develop a process to ensure the timely submissions of employment advertisements with the NY Times and reduce the potential for errors.</td>
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<th>7.</th>
<th>Conduct a census survey in conjunction w/ Institutional Research to ensure accurate empirical workforce data.</th>
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<td>1. Develop a document to ensure the workforce representation is accurate within QCC.</td>
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<td>2. Circulate this document to all departments, bi-annually and update any variances, accordingly.</td>
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<td>22.</td>
<td>Provide a variety of resources to ensure our recruitment efforts create diverse pools.</td>
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| 1. Circulate the following resources as a part of each charge given to a faculty search committee.  
2. Supplement the following resources with listings of national or professional organizations, where feasible. | |
| American Association of University – Committee on Historically Black Institutions and the Status of Minorities in the Profession [www.aaup.org](http://www.aaup.org) | |
| American Educational Research Association [www.aera.net](http://www.aera.net) | |
| Preparing Future Faculty (PPF) - Association of American Colleges and Universities and the Council of Graduate Schools [www.preparing-faculty.org](http://www.preparing-faculty.org) | |
| Minority Scholar in Residence Program [http://core.ecu.edu/psych/nowaczykr/facgp/minority.html](http://core.ecu.edu/psych/nowaczykr/facgp/minority.html) | |
| Historically Black Colleges and Universities [http://www.univsource.com/hbcu.htm](http://www.univsource.com/hbcu.htm) | |
| Hispanic Serving Institutions [www.ed.gov/offices/OIIA/Hispanicshsi/hsi9798/hsitable.html](http://www.ed.gov/offices/OIIA/Hispanicshsi/hsi9798/hsitable.html) | |
| Tribal Colleges [www.aihec.org/college.html](http://www.aihec.org/college.html) | |
| Women’s colleges [http://www.univsource.com/womens.htm](http://www.univsource.com/womens.htm) | |
| 4. | Integrate “diversity” into our search and selection process as a desired objective.  
Goal  
Ensure that the following two items are included within each search occurring at QCC.  
1. Include in each search question- Describe How you have utilized diversity in your past work experience or describe your commitment to diversity and tell how this can contribute to the institution’s diversity goal?  
2. Request a review of past syllabi which highlight diversity, unique multi cultural pedagogy, or an example of how they blended a multi-cultural perspective into their respective, discipline |
| 24. | Assist the College to meet its goal of increasing the representation of minorities at all levels.  
Goal  
1. Provide senior members of the administrative or academic unit with a staff or faculty report on a scheduled basis.  
2. Provide a copy of an updated underutilization report on the month after the staff/faculty report is sent to the offices to those areas with continuing under-representation. |

**Sundry Projects**
45 & 27-Student Document Review

| 45 & 27 | Ensure that diversity and pluralism are included as a component of the Student’s Rights document and that all information is available.  
Goal  
1. Review the document in conjunction with the Dean of Students  
2. Work with the Publications office to ensure that copies of updated information are available to students. |
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| 74. | Review the Compliance Survey in conjunction with the ADA 504 Committee. Review the suggested outcomes for submission to Campus Facilities Officer and the Coordinator of Services for Students with Disabilities.  
Goal  
1. Obtain a copy of the Compliance survey and in conjunction with the ADA/504 Committee submit recommendations to the President. |
| 13. | Work with CETL to see if diversity initiatives can be infused into their activities, based on the review of the 04/05 Program review results.  
Goals  
1. Obtain a copy of the 04/05 Program Review results  
2. Meet with representatives from the CETL Office to discuss the possibility of collaboration.  
3. Meet with the Affirmative Action Committee for their assistance with the discussion and/or implementation.  
4. Develop a time table for the implementation. |
Serve as a facilitator in conjunction with CETL and/or Office of Coordinated Undergraduate Education to create ideas for a diversity learning forum.

**Goal**

1. Meet with representatives from the CETL and/or Office of Coordinated Undergraduate Education Office to discuss the possibility of developing a workshop on “Creating Pluralistic Learning Environments”.
2. Meet with the Affirmative Action Committee for their assistance with the discussion and/or implementation.
3. Request members of faculty to develop questions or case scenarios specific to their individual classroom experiences or observations.
4. Establish priorities and develop a working group with the purpose of developing new curriculum and/or classroom instructional methods.
5. Recruit members from the Academic Senate to determine if a small group of faculty members are interested in presenting new trends on the topic of curricular and pedagogical transformation.
6. Create a structure for their presentations to address the issue of: How to……

   - Broaden existing ideas and theories so they are more inclusive?
   - Better prepare students for increasingly complex and diverse communities?
   - Understand interactions between people across history, culture, and society?
   - Introduce students to different peoples, cultures, and perspectives?
   - Enhance student analytical listening and thinking skills?
   - Help students to understand the ambiguity & conflict of “difference”?
   - Provide the skills to be competitive in the global marketplace?
   - Comprehend and respect other "ways of knowing"?

7. Coordinate a discussion with the members from the Academic Faculty Senate to determine if the outcomes could impact the design or implementation of our general education program.
| 1. & 19 | Create a mechanism for faculty to document our student’s feelings about their feelings about diversity via the classroom.  
Administer a survey to faculty, develop small discussion groups, develop recommendations and establish priorities.  
**Goal**  
1. Obtain a copy of the past QCC College student survey.  
2. Meet with the VP of student Affairs and the Dean of Students to determine what type of information they would like to learn from their student’s perspective on diversity.  
3. Develop two questions to include on the upcoming QCC College student survey.  
4. Share the interpretation of the responses with the VP of Student Affairs and Academic Affairs and the Affirmative Action Committee.  
5. Examine the outcome of the responses and make changes accordingly.  

Future Assignments

| 28. | Provide resources for the creation of diverse alumni groups for the Alumni Association.  
**Goal**  
1. Assist the Alumni Affairs office in conjunction with the Student Affairs office to begin exploring conversations regarding the development of diverse alumni groups.  
2. Administer a Non-Instructional staff diversity survey via the Affirmative Action Council and collect and tally the results via the assistance of Institutional Research  
3. Develop recommendations via the Affirmative Action Committee after reviewing the results and set an agenda for the upcoming year and establish priorities.  
4. Communicate the outcomes to the campus community via learning circles within a “brown bag” lunch forum. |
16. Create a mechanism to evaluate our **Non-Instructional staff** member's opinions about our efforts to develop diverse and respectful work environments.

Goals

1. Develop small discussion groups to research the need for a non-instructional staff diversity survey "Voices on Diversity" within the topic areas of: The role and state of diversity at QCC, Campus Diversity Climate focusing on faculty or classroom interactions.
2. Administer the Non-Instructional diversity survey via the Affirmative Action Council and collect and tally the results via the assistance of Institutional Research.
3. Develop recommendations via the Affirmative Action Committee after reviewing the results and set an agenda for the upcoming year to establish priorities.
4. Communicate the outcomes to the QCC campus community via learning circles or communities with in a brown bag lunch forum.