## I. OVERVIEW
The third meeting of the School of the Art Institute of Chicago's (SAIC) Anti-Racism Committee (ARC), Law and Hiring Subcommittee, was held on Friday, December 4, 2020 online from 1:00–2:30 p.m.

### A. ATTENDING
Shelly Booker, director of talent acquisition; James Connolly, assistant professor, adjunct; Leslie Darling, executive vice president, general counsel, and corporate secretary; Isabel Garcia-Gonzales, associate director, faculty employment services; Allison Green, chief of staff; Matt Morris, assistant professor, adjunct; Jefferson Pinder, director of diversity, equity, and inclusion for academic affairs (co-chair); Molly Scranton, associate director of faculty affairs;  Roberto Sifuentes, professor; Amy Vogel, associate professor; Jeff Ward, special assistant for executive communications (notetaker); Timeka Young, manager of employee relations and training (co-chair)

### B. AGENDA
- Bridge training
- Prioritizing ideas

## II. BRIDGE TRAINING
Subcommittee members discussed the online training videos that Young had shared after the last meeting. The courses covered unconscious bias; microaggressions in the workplace; and workplace diversity, inclusion, and sensitivity. Provided by the human resources department, and delivered through the Bridge platform, the courses were designed by Traliant, a relatively new vendor. Members made the following points in discussion:

- The videos were more contemporary than those provided by previous vendors, and were even updated relatively recently to reflect current events.

- The videos provide an introductory content to concepts, and many members thought that they may provide a good baseline and shared vocabulary upon which additional training could be developed.

- However, some members thought they may be counterproductive, as they lacked a description of the harm caused and power dynamics involved when explaining concepts such as bias and microaggression.

- Though the programmed learning format, featuring compulsory quizzes to advance through the course, did demand a viewer's attention; a deeper investigation of content areas may be more educational and engaging.

- An interactive, in-person training that allowed for dialogue and sharing knowledge may also be more engaging.

- Additionally, some thought the orientation to office work would be a deterrent, especially to faculty. Training should also be geared toward classroom situations.

- Generally speaking, the videos presuppose viewers are already convinced that a more diverse and inclusive workplace is the goal, which may discourage individuals who are skeptical of inclusion efforts from fully participating with training. Nevertheless, that should not deter members from ultimately making some kind of recommendation. Individuals will come with different levels of receptivity to training, and those slow to adopt the content may need to encounter it in several ways.

- It would be useful to establish a method for evaluating efficacy of whatever training method(s) are adopted.

III. PRIORITIZING IDEAS
Working from their previous conversations, members identified six ideas that they wanted to further investigate and potentially develop into recommendations:

- Part-Time Faculty Hiring
- Language Used in Staff and Faculty Hiring
- Innovative Hiring Strategies (e.g., Full-Time Visiting Artist, cluster hires)
- Implicit Bias Training for Staff and Faculty Hiring
- Diversity Coordinator for Full-Time Faculty (also: part-time? staff?) Searches
- Retention

Members agreed to circulate a poll after the meeting to prioritize which ideas to develop into recommendations this semester. They would then break into groups to work on them in advance of the next meeting. Remaining ideas would be further developed next semester. During the discussion, members made the following salient points:

- Full-time visiting artists (FTVA) positions—which were originally conceived of as one-year posts in academic departments performing a search in the following year (thereby allowing FTVA to apply for a permanent position if they desired)—could be a vehicle to attract diverse candidates. One idea would a visiting professorship, focused on Black, anti-racist, diversity, or related scholarship, potentially named after William McKnight Farrow, African-American alum and museum curator active in Chicago during the early half of the Twentieth Century.

- A cluster hire of full-time faculty would take coordination, perhaps coordinating searches in multiple departments.

- Although a number of ideas applied to both faculty and staff (e.g., hiring language, retention), members noted the need for further development of staff-focused initiatives. In the new semester, the subcommittee would consider staff data, to determine what diverse hiring needs are among staff, and potentially hold focus groups to further these efforts.

- The diversity coordinator for full-time faculty searches position is currently not filled during this current hiring freeze. Members wondered if that position, when reinstated, could also work on part-time faculty and staff diverse hiring efforts.