Equitable & Effective Hiring Practices

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Expertise & Experiences

Professional Experiences

- Recruitment, hiring, & retention
- Nonprofit, business, and legal sectors
- Counseling Faculty
- Instructor, CSUDH MS Counseling Program
- ACCCA Mertes Award for Excellence in Community College Research, 2022
- CCCCO System Webinar

Personal Experiences

- Latina
- First-Generation
- Low-income
- English Language Learner
- College experiences
- Mother

California Community College Demographics (2018)

Campaign for College Opportunity, 2018
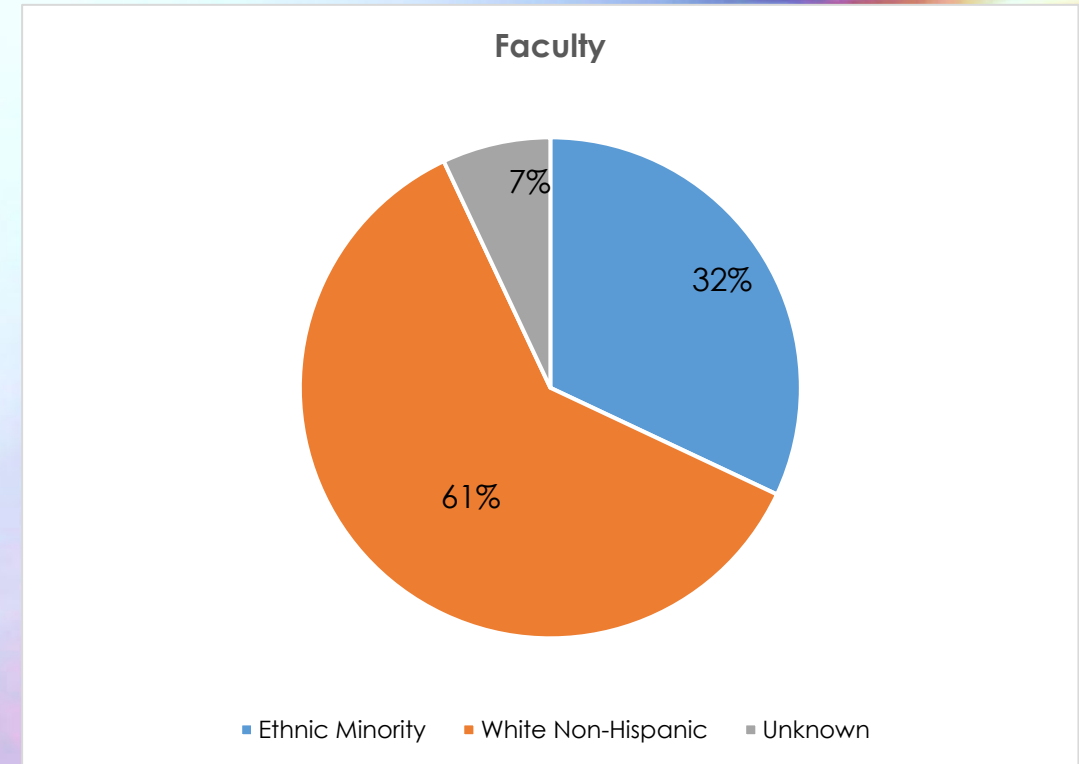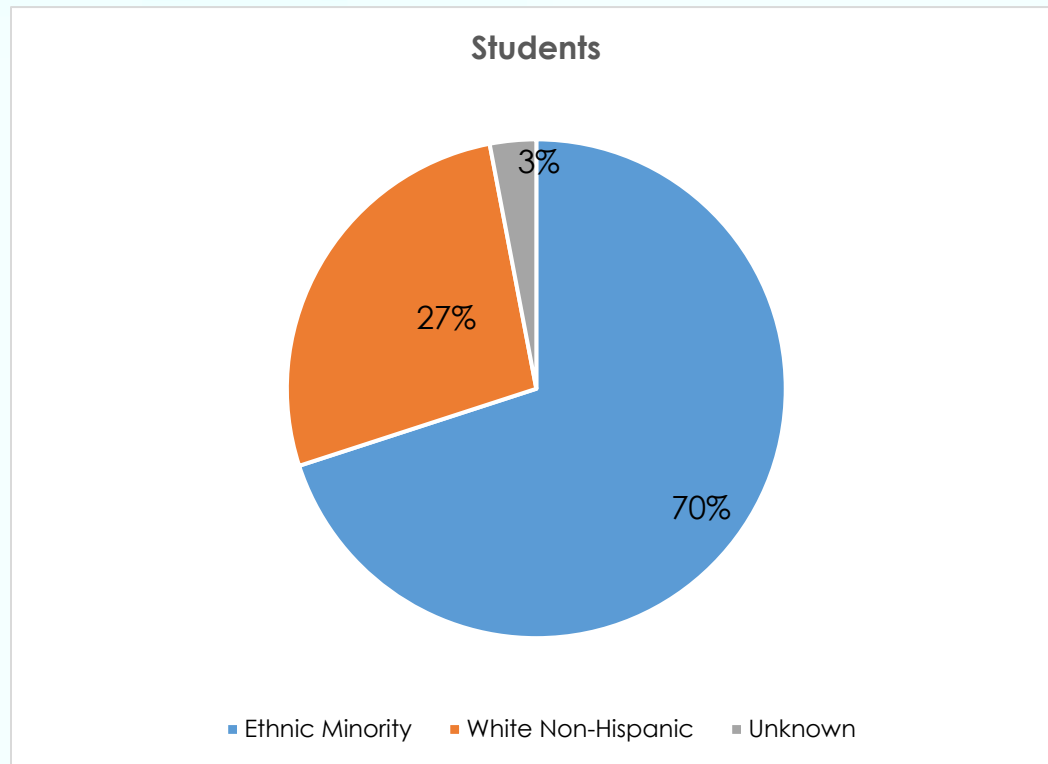
Equity & Diversity in Faculty

- Having diverse and equity-minded faculty yields positive benefits
- Diversifying faculty is a contentious issue
- Little progress in hiring has been made
- Gap results in negative student success outcomes
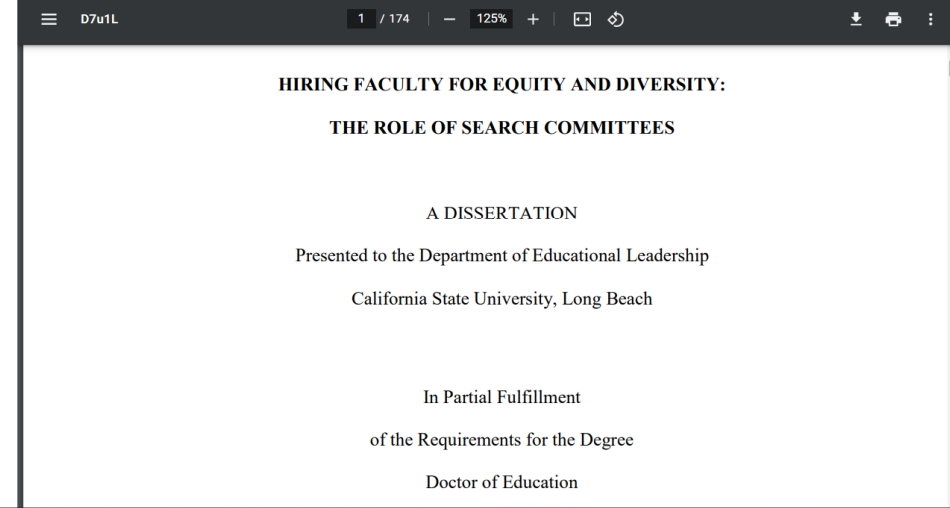
CCCCO Multiple Methods EEO 2016

- Encouraged institutionalized efforts to grow diversity & equity in faculty for a "richly diverse workforce"
- Multiple Methods policy criteria for allocating EEO funds in 9 areas across: pre-hiring, hiring, post-hiring
- $50,000 to each district that was in compliance

CCCCO Multiple Methods EEO 2022

- One-time foundational funding "to bolster institutional antiracist practices that move needle best hiring practices"
- Competitive Grants for EEO Funds for Best Practices of innovative Diversity, Equity, Inclusion, and Accessibility(DEIA)
- Allocation of Funds for Culturally Competent Faculty Professional Development
  - EEO Certificate in Best Practices
  - DEIA practices related to advancing culturally responsive pedagogy and improving learning outcomes

Research 2021

- Examined search committee perspectives on:
  - hiring process related to equity and diversifying faculty
  - Understanding of 2016 EEO policy
- 26 participants across 15 CCC

D7u1L   1 / 174   — 125% +

HIRING FACULTY FOR EQUITY AND DIVERSITY:

THE ROLE OF SEARCH COMMITTEES

A DISSERTATION

Presented to the Department of Educational Leadership

California State University, Long Beach

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

TABLE 1. Demographics of Participants

Average # of Years in service CCC	14
Average # of Search Committees Served	8

TABLE 2. Participant Professional Background

Administrators	4	15%
Department Chairs	2	8%
Faculty	20	77%
TOTAL	26	100%

Participant Voices

- "So much depends on the **president and whether they respect the search committee's preference.**"

- "I look for people who I would want to work with. **People who came from a background like mine**… I'm always **looking for the person to replace me**."

- "I've been on committees where we have taken away the PhD preferred qualification to encourage more applicants. However, the committee did not put away the **preferred qualification bias.**"

- "We're told by HR and the EEO reps that **we can't talk about race and background**, which to some extent I understand, but it **makes it more difficult because you can't have those conversations.**"

- "I take the search process seriously and it's always been the equity part where I feel the toll because **I'm pulling out the courage to say something** and I keep wondering, '**Why isn't anybody else addressing this**?' It's hard every time."

- "Hiring chairs, the goal seems to be to just keep the ship moving, not create waves. Even when I know they have **diversity and equity in mind, they don't open with that**. We need **more vision and direction** from hiring chairs."

- "**Look at the job description** - **what is the purpose** of this, **what type** of candidate are we going to attract? **Does that match what the department and students really need**?"
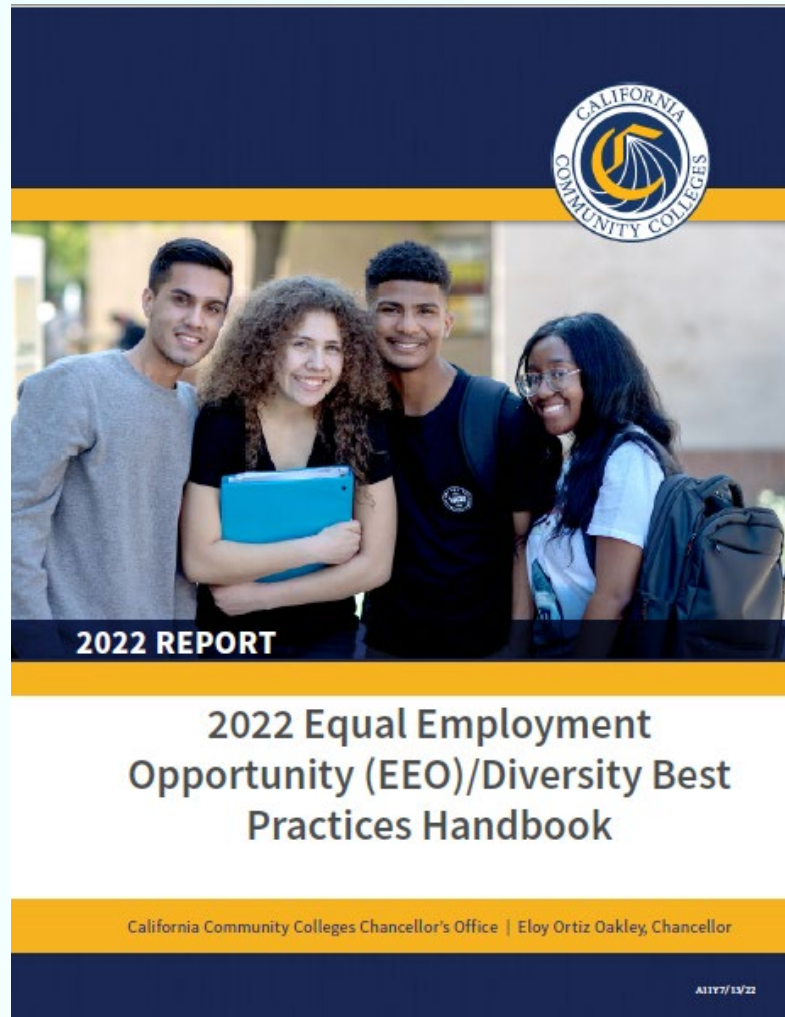
Findings

- Bias to find like-minded candidates
- Preference for degree and pedigree
- Fear of discussing diversity & equity
- Limited personal responsibility, final selection up to presidents
- Hiring structures designed to exclude faculty of color
- Multiple Methods EEO policy not known

Recommendations - Policy

- Enhance MM EEO Policy and accountability
- Address role of HR in setting up framework for MM EEO
- Develop policy and competency area for presidents to be equity minded in hiring
- CCCCO statewide equity in hiring training series

CCCCO EEO Best Practices Handbook

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Programs/EEO-Equal-Employment-Opportunity

In Practice

"There is a **gap between the needs of our students and the type of system that they are managing**, and it takes a lot of intentionality, time, and work to **change systems so that they serve people that make them up** and we're still in that process. I feel like there's **a lot of talk about equity**, but we're not in a place yet where we're seeing results." -Research participant

Equity Audit Findings Report

Overarching Themes

Clarity and Connection

There is a lack of clarity around the institution's equity advancing priorities and lack of guidance on the how the institution intends to implement those priorities.

Challenges to developing an Equity Ecosystem

Equity efforts are siloed and polarized which creates a barrier to developing a system of equity that can be easily entered into by a community of people with different backgrounds and levels of understanding about the issues.

Competencies for Student Success

SMC's programs offerings and reputation attract diverse students into the SMC community, but there is substantial progress to be made with regards to the campus climate and culture, to improve outcomes for disproportionately impacted students.

Utilizing a Campus Equity Ecosystem

Creating change requires the organization function as an equity-minded community meaning that all individuals, constituent groups, departments, and services understand what their role is in student success and leverage resources to advance equity and student success in alignment with student equity plan and strategic plan

HOTEP

Equity Audit Findings Report

A Way Forward - Student Ready (Institutional)

Recommendation	Strategic Plan Goal
Assess the current status of recommendations and qualitative data provided by former consultants and internal campus experts about the student experience. • *Example: Continued focus on Annual Action Plan 1: Review of SLO, PLO, COR, etc.*	1, 3, 5, 6
Implement a *Shared Equity Leadership (SEL) Framework*, to provide a collaborative and inclusive approach to structuring equity work. *Resource: Shared Equity Leadership Toolkit - American Council on Education and USC Rossier's Pullias Center for Higher Ed*	1, 2, 3, 4, 5, 6
Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee, through an equity-minded lens. *Resource: University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & Staff Diversity Hiring Toolkit*	1,2, 3, 4, 5, 6D
Develop a communication guide to explain the college prioritization process and include: vocabulary, the roles of key groups, guiding questions or key elements that should be focused on to help create transparency and clarity around how decisions are made. *Resource: RCC Initiative Prioritization Handout*	3A, 6A, 6C
There needs to be a paradigm shift from a box-checking-compliance orientation to institutional transformation, in the examination of policies, practices, and assessments. This includes an equity-minded approach to decision making within the context of current institutional landscape. *Example: How does equity impact the prioritization process?* *Resource: Equity-Minded Decision Making Guide - Achieving the Dream*	1A, 1B, 1D
All job descriptions should include information regarding SMC's commitment to Equity, Diversity, and Inclusion and expectations of how each role might engage in equity advancing efforts within the college community *Example: Norco College STEM Faculty Job Description*	1, 4

H⊕TEP

Equity Audit Findings Report

A Way Forward - Equity Minded (Individual)

Recommendation	Strategic Plan Goal
Conduct a review of employee review, onboarding, and evaluation forms to incentivize equity-minded practices, provide support needed for employee learning and growth, and to address behaviors not aligned with SMC's vision, mission, and goals. *Example: CSEA Employee Evaluation Form - College of Marin*	1F, 1G, 1H
Create Professional Development Learning Pathways to help employees navigate the multitude of opportunities available to them. This would include an inventory of all organized PD activities, when they take place during the year, expertise levels, modality, and resources.	1J, 1D
Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, staff, and administrators.	1B, 1E, 1G, 1H, 1I
Provide training and coaching for managers/administration with formal responsibilities over equity initiatives. • Develop a process for dialogue that addresses conflict in a constructive way. • Deepen knowledge base around key issues and trends affecting various student groups and communities. • Develop funding/resource strategies to sustain impact of equity initiatives across the college.	4, 6B, 6C, 6D
Develop campus wide leadership training (modules/workshops) for students leaders & student employees, so they are prepared to create a welcoming environment for their peers.	1, 2, 4

HOTEP

Student Equity 2.0

Changes in Design

Student Equity Plan 1.0 2018-2022	Student Equity Plan 2.0 2022-2025
Transactional	→ **Transformational**
Compliance oriented	→ **Community driven, thoughtful/meaningful, reflective**
One-and-done	→ **Fluid and dynamic**
Race-neutral	→ **Race-conscious**
Standalone plan	→ **Inform other institutional plans**
Compartmentalized funding	→ **Braiding of funds (trenza)**

Courtesy of the CA Community Colleges SEP 2.0 training

*Courtesy of SMC EPI Student 2.0 Draft Plan

Recommendations - Practice

- Be an Equity Advocate!
  - CCCCO EEO policy
  - Student Equity 2.0
  - SMC Equity Audit Report
  - Equity Hiring Research

Key Definition: Anti-Racism

- Intentionally focusing on policies and practices that produce or sustain racial equity between racial groups
- Requires constant assessment and reflection
- Is less about the creator – is solely about the outcome

Ijeoma Oluo ✓
@IjeomaOluo

The beauty of anti-racism is that you don't have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward.

HOTEP

Recommendations for Pre-Hiring

- Mentor adjunct faculty in increasing their equity practice
  - Prepare them for full-time positions before they even post
  - Resume, cover letter, syllabi, culturally relevant pedagogy
- Become active alumni of your graduate institutions
  - Serve on career panels, mentor, broaden pipeline of prospective CC faculty
  - Connect with Career and Alumni Centers to forward job descriptions when they become available
- Develop discipline/department area faculty internships for graduate students focused on DEIA

Recommendations for Hiring Chairs

- Revamp job description to prioritize equity in practice
- Lead search committee meetings with equity as clear priority and goal in process
- Create safe space for dialogue of equity priorities
- Create opportunities, be willing to interview more applicants than screen out
- Conduct interviews over multiple days rather than long days

Recommendations for Hiring

- Volunteer to serve on search committees (Discipline & EEO)
- Revamp interview questions to embed equity throughout, not just an add on question
- Use data on hiring within departments and across college in last 5 -10 years to inform ranking process
- Prioritize needs of students and demographics when discussing applicant qualifications, experiences, and interview responses
- Use Equity & Diversity Check before making final round list

Equity and Diversity Check - DRAFT

	Rating	Examples
Experience or exhibited commitment to teaching, mentoring and/or participating in services to support Black and Brown and other marginalized students		
Demonstrated knowledge of barriers for Black and Brown and other marginalized students, experience in addressing equity and disproportionate impact at an institution		
Experience or exhibited commitment in integrating culturally relevant and inclusive pedagogy		
Education and pedigree high consideration		
Teaching experience highly valued		
Similar background and experience to own valued		
Differing background and experience to own valued		

DRAFT

Recommendations for Post Hiring

- Volunteer to serve on tenure committees
  - Within Discipline or Outside of Discipline
- Serve as New Faculty Mentor
- Engage in dialogue and committees to update tenure process with equity as its focus
- Engage in continuous professional development
- Explore development of Employee Affinity Groups

Next Steps

- Share what you learned today with 3 colleagues
- Print a copy of the Equity Audit Report
- Serve on a search committee within the next year
- Mentor an adjunct faculty member
- Mentor a full-time faculty
- Explore additional resources

Discussion & Questions

Pierce College, Washington

Cluster Hires of Tenure-track Faculty to Support Black and Brown Students

Pierce College District is student-centered and mission-driven to ensure that all our students thrive and reach their fullest potential. As an institution committed to antiracism, we are action-oriented and intentional in dismantling every systemic barrier that prevents Black and Brown student excellence and liberation.

As Pierce College deepens its commitment to racial equity, it is of the highest priority that we focus our tenure-track faculty hiring process to seek faculty with the expertise to lead our institution in serving Black and Brown students. This cluster hire is an opportunity for the college community to continue to act upon our values but more importantly for the empowering of our students' self-efficacy, for cultivating sense of belonging, and for the diversity of our entire student body, especially Black and Brown students, being reflected in a position of power in the classroom. We are fortunate that the Washington state legislature recognizes this through SB 5194 in its efforts to address student areas of inequities with the funding of additional faculty positions.

We are excited to invite you to bring your lived experiences and authentic selves to contribute to discourse and action in supporting Black and Brown students.

Closing Thoughts

- Involvement in the Search Process is one of the most critical and impactful ways you can impact equity

- Who we hire will impact generations of students and their ability to succeed, which will impact our society, economy, environment, policies …

- Who we hire will perpetuate our culture and existing norms or help propel us forward in more competent and vital equity work

Resources

- https://www.ccccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Programs/EEO-Equal-Employment-Opportunity

- https://visionresourcecenter.ccccco.edu/

- https://pierce.ctc.edu/hr-faculty-cluster-hire

- CUE Equity-Minded Interview questions PDF

- SMC Diversity Reports

- Hiring Faculty for Equity and Diversity Dissertation Research https://www.proquest.com/openview/ff5b03ddfb8e41ac4f399a66877c1df9/1.pdf?pq-origsite=gscholar&cbl=18750&diss=y

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