

Increasing Diversity in Faculty Hiring Webinar-Part 1

Sending the Message Before the Hiring Process Begins EEO Laws and District Policies/Procedures

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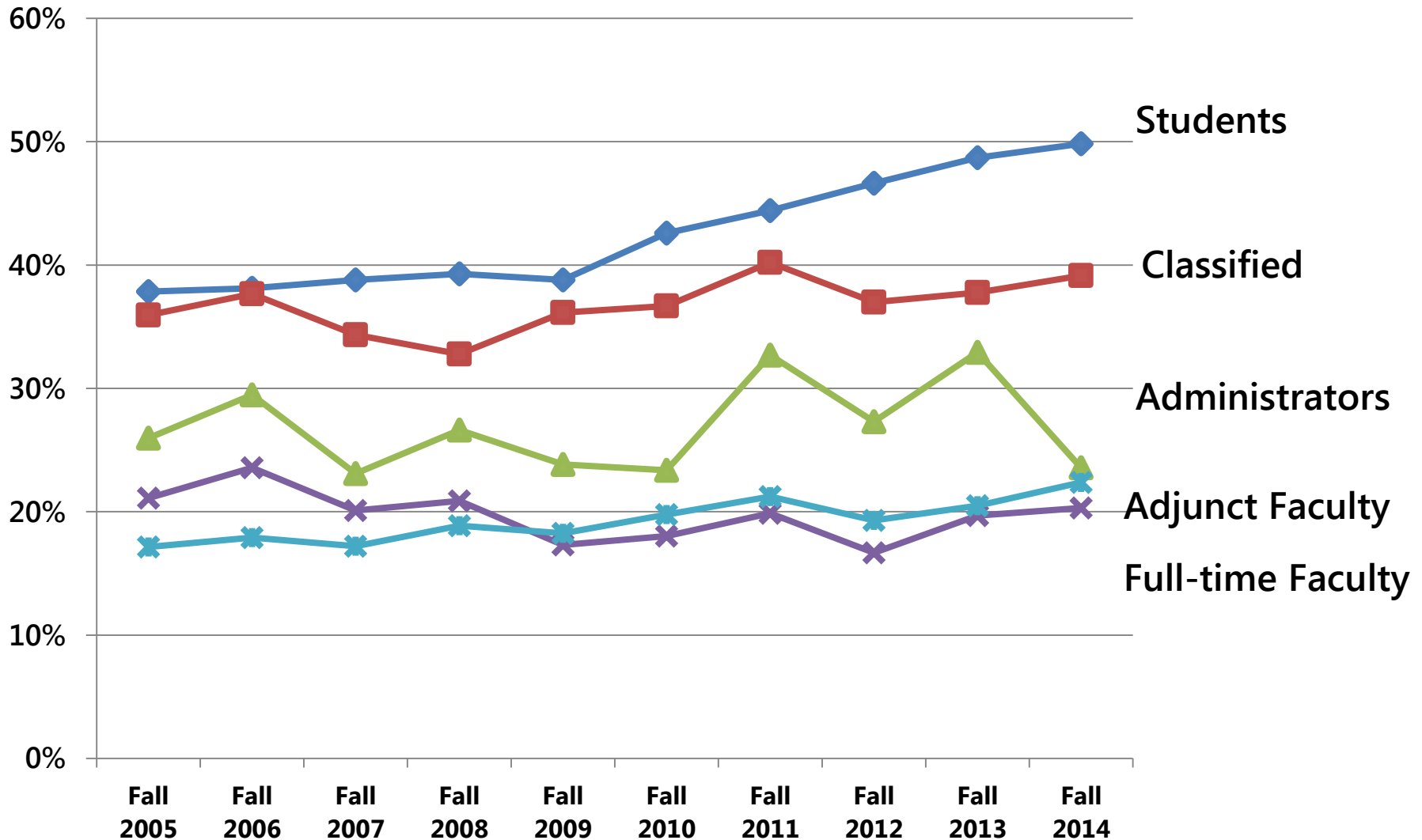
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Data & Research

Under-Represented Minority* Percentages by Student and Employee Types Fall Terms 2005 - 2014



* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander.

Data & Research

- Exponential increase in FT faculty hiring not seen for nearly two decades
 - \$63 million in FT faculty hiring
 - Healthier district budgets
 - Retirements
- Est. 1,100 new FT faculty this academic year
- Past ten years, only approx. 20% - 30% of FT faculty hires are from underrepresented communities



The Educational Benefit of Workforce Diversity

The Case for Diversity...

Access, Success, & Equity

For Our Students

Studies prove the educational benefits of a diverse faculty.

Closing achievement gaps by
20-50%

Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. *American Economic Review*, 104(8): 2567-2591.

For Our Organization

Diversity's dividend

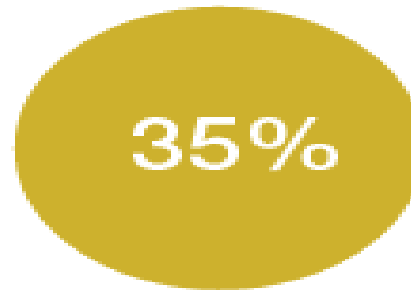
What's the likelihood that companies in the top quartile for diversity financially outperform those in the bottom quartile?¹



15%

more likely
to outperform

**Gender-diverse
companies**



35%

more likely
to outperform

**Ethnically diverse
companies**

¹Results show likelihood of financial performance above the national industry median. Analysis is based on composite data for all countries in the data set. Results vary by individual country.
Source: McKinsey analysis

http://www.mckinsey.com/insights/organization/why_diversity_matters

The Law!

Education Code Section 87100:

“a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

Diversity Matters

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort.

Cal. Title 5 Section 53024.1.

New Legal Mandate

Selection committee training...

(b) the **educational** benefits of workforce diversity;

(c) the elimination of **bias** in hiring decisions; and

(d) **Best practices** in serving on a selection or screening committee...

Cal. Title 5 Section 53003(c)(4)

Weaving a Common Thread

Mission Statement

Board Policies

Strategic Plan

Education Master Plan

HR Master Plan

Student Equity Plan

Student Engagement Plan

EEO Plan

Program and Unit Reviews

Job Descriptions/HR Practices

INTEGRATION IS KEY!



The Law (cont.)

Title 5 Requires:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination

Cal. Title 5 Section 53001

EEO Plans

Title 5 Requires:

- Adoption of a written EEO Plan
- Review of the plan at least every 3 years
- Annual written notice to community-based & professional orgs concerning the plan and need for assistance in identifying qualified applicants
- Data Collection and Review

EEO DATA

Longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored groups status... to determine whether additional measures are required pursuant to Section 53006 and to implement and evaluate the effectiveness of those measures.

Cal. Title 5 Section 53001

EEO Advisory Committees

Each community college district shall establish an EEO Advisory Committee

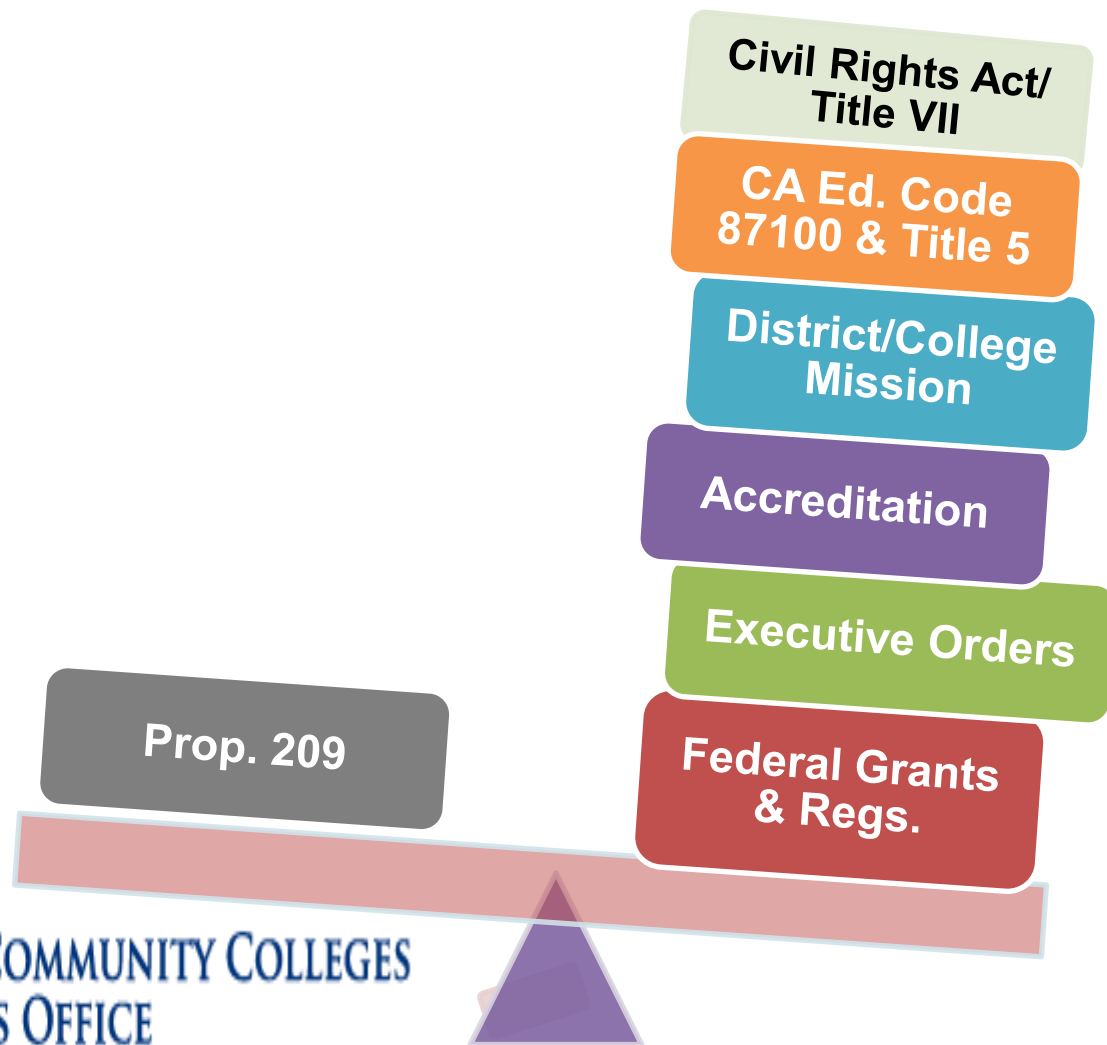
Required Training on:

- Title 5 and nondiscrimination laws
- Elimination of bias in hiring
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District's EEO plan.

Cal. Title 5 Section 53005



Understanding Prop 209



Before You Hire...

1. Know Your Data & Identify Problem Areas. Review data and know specifically where you are strongest and weakest in terms of recruitment and hiring.
2. Do your board policies reflect an action-driven commitment to diversity?
3. Develop Focused Position Descriptions and Job Announcements
4. Widespread, Inclusive, and Focused Recruitment with proactive informational outreach
5. Focus on selection committees- process and goals

Acknowledging Barriers

- Diversity is not a bad word.
- Policy Statements, Goals and Focused Programs--Be Intentional.
- Focused Recruiting is permitted (and necessary).
- Specific Skills/Experience- be specific and practical.

Model Policy 7120 Recruitment and Hiring Policy

The [**CEO**] shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity Plan shall be implemented according to Title 5 and BP 3420 titled Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the [**classified organization**] an opportunity to participate in the decisions under the Board's policies regarding local decision making.

San Jose Evergreen CCD Board

Policy 7120

All candidates must meet the following three requirements to be qualified for employment in the district. All candidates must demonstrate:

- 1) Sensitivity, knowledge, and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds of the students we serve and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination.
- 2) Experience or demonstrated ability integrating diversity into the major duties (as appropriate) outlined in the job description or demonstrates they have equivalent transferable skills to do so.
- 3) Experience and knowledge in diversity in the areas listed below and must have demonstrated experience in integrating diversity into at least three of the areas...
 - Managers and supervisors: supervision, evaluations, recruitment, hiring, student services, program and/or curriculum development, policies and practices retention of women, ethnic minorities and the disabled, contracting, mentorship, staff development, and meaningful interaction with diverse students and other employees.



Spotlight on EEO Plans

- EEO Plans as a critical tool.
- Plan Components/Contents of EEO Plans
- The Important Role of Advisory Committees
- Data
- EEO Officers/ Training

The Power of Data

Get it, Read it, Share it

What kind of data?

- Disaggregate data by group
- Report by department/college, etc.

How is it shared?

- Prof. Development
- Every hiring committee meeting and packet
- Annual board meetings (e.g. granting tenure)
- Present EEO Plan at every opportunity
- Every presentation that includes student data can include employee data



Job Descriptions & Announcements

- Multi-cultural competency
 - Demonstrated success in working with diverse populations
 - Demonstrated interest/experience in developing and implementing curricula to serve diverse populations
 - Directly worked on programs or issues that promoted diversity
- Language requirements
- Consider a teaching demonstration to a diverse student group
- Express college's *steadfast commitment* to diverse hiring

Job Descriptions

Minimum Qualifications must include:

“a sensitivity to and understanding of the diverse, academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students”



Recruitment

Intentional, Focused, Inclusive Recruitment of Candidates

Where do you advertise and recruit?

Who are your ambassadors?

Who are your gatekeepers?

What does the invitation feel like?

A Focus on Selection Committees

- Review of data- include data in selection committee packets
- District/College statement on diversity
- Training on inadvertent bias and assumptions that can shape hiring decisions
- EEO ≠ “what not to ask”
- Finding the “right” candidate NOT the “good fit”

Before Hiring Begins

Screening Committees:

- Review make-up of screening committees (Is the committee diverse?)
- Is the committee trained?
- Does the committee know its role?
- Does the committee know the data?
- Does the committee know the college's commitment to diversity?

Possible Opportunities for ("immediate") Impact

- Part-time faculty positions
- Interim Managers
 - What is the process used to hire part-time faculty or interim managers?
 - Is there focused recruitment?
 - Is the process department or district/college led?
- Pros/Cons of a focus on part-time faculty

State Chancellor's Office Efforts

1. Professional development (3 Webinars and the Summits)
2. Peer review of EEO plans
3. Funding allocation
4. Building the pipeline (“AA to MA Faculty Diversity Pathway”)

Leadership Matters

- Committing at All Levels, Starting at the Top
- Staying Vigilant
- Not Accepting Status Quo
- Bold Decision Making
- Creating a Climate of Inclusion
- Evaluations as a Tool