

Increasing Diversity in Faculty Hiring Webinar-Part 3

Retention of Diverse Faculty

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Expert Panelists:

Johnnie Terry (Faculty, Sierra College),

Sandra Caldwell (President, Reedley College),

Mayra Cruz (Trustee, San Jose Evergreen CCD; Academic Senate Pres., DeAnza College)

Dr. Diane Fiero (Asst. Superintendent/VP, HR, College of the Canyons)

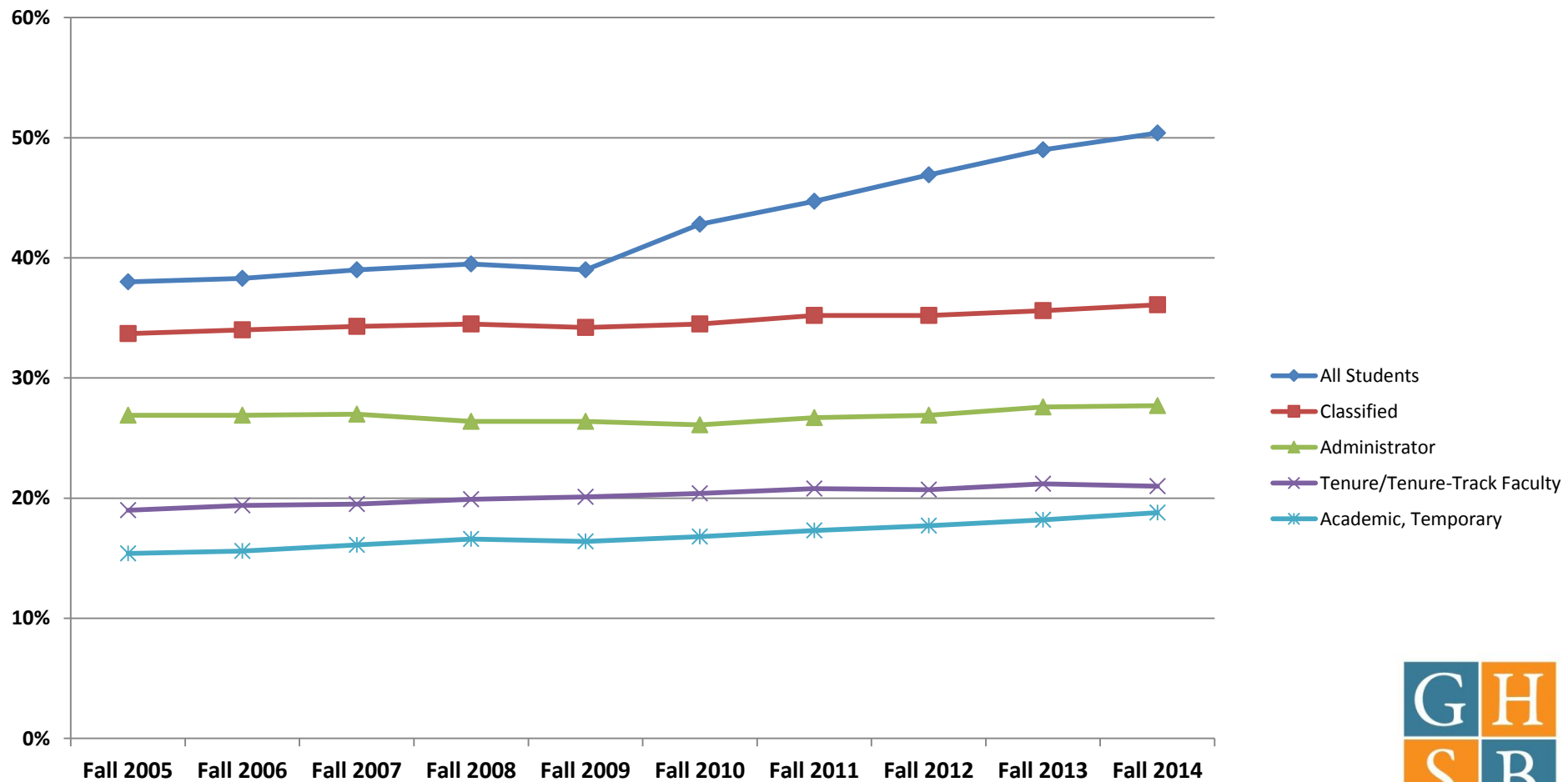
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Data & Research

- 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



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



* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander
 Non-Under-Represented Minority: Asian, Multirace, Unreported, and White



State Chancellor's Office Efforts

- Professional development (3 Webinars and the Summits)
- Peer review of EEO (Equal Employment Opportunity) plans
- Building the pipeline (“AA to MA Faculty Diversity Pathway”)
- Funding (re)allocation



9 Multiple Methods

Pre-Hiring

I. Board policies & adopted resolutions

- Diversity
- Multi-cultural competency
- Annual report

II. Incentives for hard-to-hire areas/disciplines

III. Focused outreach and publications

IV. Role of District EEO Advisory Committee and EEO Plan

- Implementation of plan



9 Multiple Methods

Hiring

- V. Procedures for addressing diversity throughout hiring steps and levels
 - Based on review of measurements, longitudinal study
 - Assessment of current hiring structure
- VI. Consistent and ongoing training for hiring committees
 - Educational value of diversity
 - Unconscious bias
 - Institutional mission and goals
 - Train the trainer
 - Legal requirements



9 Multiple Methods

Post-Hiring

VII. Professional development focused on diversity

- Employee orientations
- Curriculum certificates
- Workshops

VIII. Diversity incorporated into criteria for employee evaluation and tenure review

IX. Grow-Your-Own Programs

- Mentoring
- Leadership development, succession
- Faculty diversity internship



Diversity Benefits 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.



Faculty Women of Color

Study of Community Colleges in Los Angeles and Orange Counties

- 37 full-time faculty members: instructional faculty, counselors, and librarians
- 35 were tenured faculty
- Self identified African American, Asian American, Filipina/Pacific Islander, Latina/Hispanic, Middle Eastern, and Mixed Race
- Findings:
 - Experience multiple forms of marginalization.
 - College culture and climate was “chilly” and not as “warm” as those from research findings that sampled White women faculty
 - Despite expressing culture of their institutions as “political”, overwhelmingly satisfied in their faculty work. Commitment to serving underrepresented students and sense of responsibility to the community-at-large mediated or melted the chilliness.

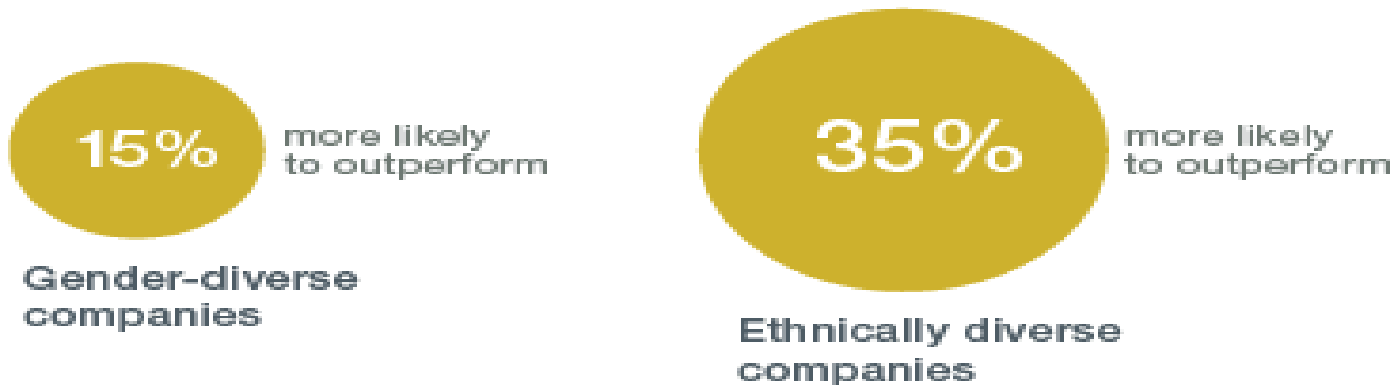
2015 Dissertation of the Year Award by Council on the Study of Community Colleges

HaMai, Truc. (2015). *The “Other” Women: What About the Experiences of Women Faculty of Color in Community Colleges*

For Team Effectiveness

Diversity's dividend

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



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

Education Code 87100

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.”

The Law

California Title 5 § 53024.1:

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

“Richly Diverse Workforce”

“Continued Institutionalized Effort”

“Establishing and Maintaining”

The Law – EEO Defined

Cal. Title 5 § 53001(c):

- (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.



The Law – EEO Plans

Cal. Title 5 § 53003 requires:

- Adoption of a written Equal Employment Opportunity (EEO) Plan, which must include:
A process for developing and implementing strategies for on-going, institutional commitment to diversity and EEO
- Review of the plan at least every 3 years
- Data collection and review



The Law – EEO Advisory Committees

Cal. Title 5 § 53005:

Each community college district shall establish an EEO Advisory Committee to assist the district in developing and implementing the EEO plan.

Post-Hiring

The District's job is not done!

“Recruitment Without Retention ≠ Success”

*“The Revolving Door for Underrepresented
Minority Faculty in Higher Education
An Analysis from the Campus Diversity Initiative”*

James Irvine Foundation (April 2006)

Developing and Maintaining Institutional Commitment to Diversity

“Establishing and *maintaining* a richly diverse workforce is an on-going process that requires institutionalized effort. Districts *shall* develop, and implement on a continuing basis, indicators of institutional commitment to diversity.”

5 CCR § 53024.1



Post-Hiring

1. Assessment and Planning
2. Culture of Inclusion
3. Onboarding & Promotion

Indicators of Institutional Commitment to Diversity

➤ *REGULARLY GATHERING DATA*

- Surveys of campus climate
- Analysis of employment events
- Interviews with persons leaving or who decline job offers, analysis of data, concrete measures that utilize this info

5 CCR § 53024.1

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

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!



Expert Panel Discussion

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Defining Inclusion

“We define inclusion as a culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all individuals are able to participate and contribute to their full potential.”

Page 5, President Obama’s
Government-Wide Diversity and Inclusion
Strategic Plan (2011) per Executive Order 13583



Indicators of Institutional Commitment to Diversity

➤ *PROVIDING TRAINING AND SUPPORT*

- Elimination of bias & cultural awareness training
- Mentoring, professional development & leadership opportunities for new employees

5 CCR § 53024.1

Indicators of Institutional Commitment to Diversity

➤ *GETTING THE WORD OUT!*

- Website, publications, mission statement should all convey commitment to diversity and *inclusion*

➤ *ACTIVE STEPS TOWARD INCLUSION*

- Updated curricula, texts and/or course descriptions to expand the global perspective of courses, readings, disciplines
- Action to address issues of *inclusion/exclusion* in a transparent and collaborative process

Hurdles to Creating an Inclusive Environment

- Isolation
- Tokenism
- Overly taxed engagement
- Stereotypes by colleagues and administration

Contributing Factors to Attrition Among Underrepresented Faculty Members

Faculty of color are involved in a Catch-22; feel they cannot refuse to serve on committees, but heavy service loads mean less time

Samuel Myers and Caroline Turner,
“Snapshots from the Literature: Elements Influencing
the Workplace Environment,” chap. 2 in
Faculty of Color in Academe: Bittersweet Success
(Boston: Allyn & Bacon, 1999), 25.



Contributing Factors to Attrition Among Underrepresented Faculty Members

- Example: Special demands involves excessive committee assignments.
- Example: Expectation that faculty of color should be the “ethnic” resource for the entire institution.
- Women and underrepresented scholars suffer under disproportionate loads of student advising and service directly related to their visibility as “the only one” of their group in the department.



Culture of Inclusion

Professional development focused on diversity

- Employee orientations
- Curriculum certificates
- Workshops

Diversity and inclusion incorporated into criteria for employee evaluation and tenure review

Leadership Matters

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

Expert Panel Discussion

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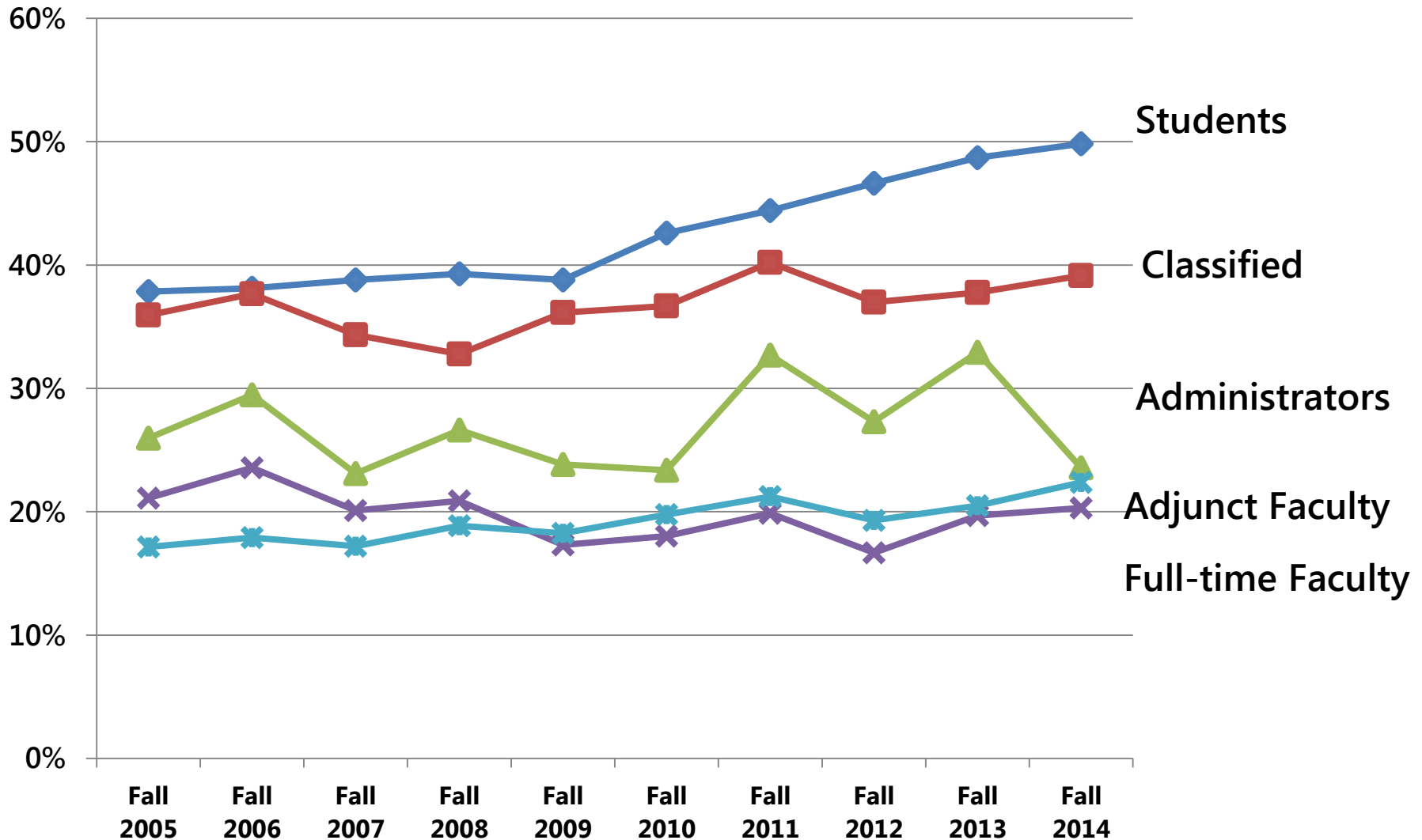
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Promotion

Grow-Your-Own Programs

- Mentoring, leadership development, succession
- Faculty diversity internship

Focus on Promotion

Equal Employment Opportunity Programs.

"Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured.

This includes programs focused on promotional opportunities and grow-your-own programs such as Faculty Diversity Programs.

Title 5 § 53001 (e)



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HIGHLIGHTING BEST PRACTICES

University of California

- Identify retention problems
- Identify factors that contributed to successful faculty careers
- Mentor Junior Faculty
- Faculty Development Programs
- Accommodate Special Needs
- Monitor Pay Equity

U.C. Affirmative Action Guidelines for
Recruitment and Retention of Faculty,
Office of the President (2002)



Examples of Initiatives

- President's Advisory Committee on Diversity and Equity (Miracosta)
- Faculty Diversity Internship (College of the Canyons)
- Leadership Succession Program (Peralta)

What's Working at Your District or College?

