Today, we will discuss . . .

THE "WHY":
THE STUDENTS

PRE-HIRING:
EQUITY-MINDED JOB DESCRIPTIONS & COMMITTEE APPOINTMENTS

HIRING:
DEI IN SCREENING PROCESS AND INTERVIEW QUESTIONS

POST-HIRING:
ONBOARDING AND RETAINING BIPOC FACULTY

Why It Matters?

Findings in a 2019 study published in the *Journal Race Ethnicity and Education* stressed "the **need for diverse faculty to enhance student success**, ultimately improving grades and retention. Given the benefits to students, a focus on the **hiring and retention of faculty of color may be key** in addressing academic disparities."

Why This Work Is Vital

http://www.youtube.com/watch?v=_3_hqOT3a4Q

State of the System: Our CCC Mission

- "The mission and vision of the California Community Colleges is simple: putting students first."

- "The California Community Colleges will provide you with life-changing opportunities and a clear path to your goals."

- "Our vision is to the point: making sure you succeed in reaching your goals."

- "As the largest system of higher education in the nation, the California Community Colleges is positioned to help residents of all backgrounds improve their social and economic mobility."

Why Diversity Matters

Community College Goals:

- Serve community of diverse learners

- Prepare students for global community

- Close student equity gaps

- Increase racial and ethnic diversity of faculty and staff

- Hire the most qualified candidates

Equitable Outcomes for Students in Relation to Race and Ethnicity

Seeking Equity-Mindedness in the Hiring Processes

Equitable Hiring Outcomes in Relation to Race and Ethnicity

Remember Ed Code

Diversity is Job-Related

Education Code section 87360 states that academic and administrative applicants must demonstrate

> "Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students."

Minimum Qualifications

On which of the two do we focus?

Degree and/or industry experience
California Code of Regulations, title 5 § 53400-53430

Sensitivity to and understanding of the diverse backgrounds of our students
California Code of Regulations, title 5 § 53022

First Minimum Qualification

What are your practices for reviewing how applicants meet the academic/degree qualifications?

Are your practices broadening your pool of qualified candidates?

Second Minimum Qualification

How do you evaluate the criteria: meeting the sensitivity to and understanding of our diverse student populations?

Is this process valued with the same weight as the first minimum qualification?

KSAs of Equity-Mindedness

Equity-mindedness is about

- Applying an equity framework to your hiring process that allows you to focus on a candidate's **knowledge, skills, and abilities (KSAs)** related to meeting the 2nd minimum qualification

- Taking individual responsibility

- Being culturally proficient (i.e., race conscious) to meet the needs of a diverse student community

- Being systematically aware and institutionally focused

- Taking action on equity-based evidence

Evaluating Data

What is your commitment to establishing and maintaining a richly diverse workforce?

To develop and maintain institutional commitment to diversity:
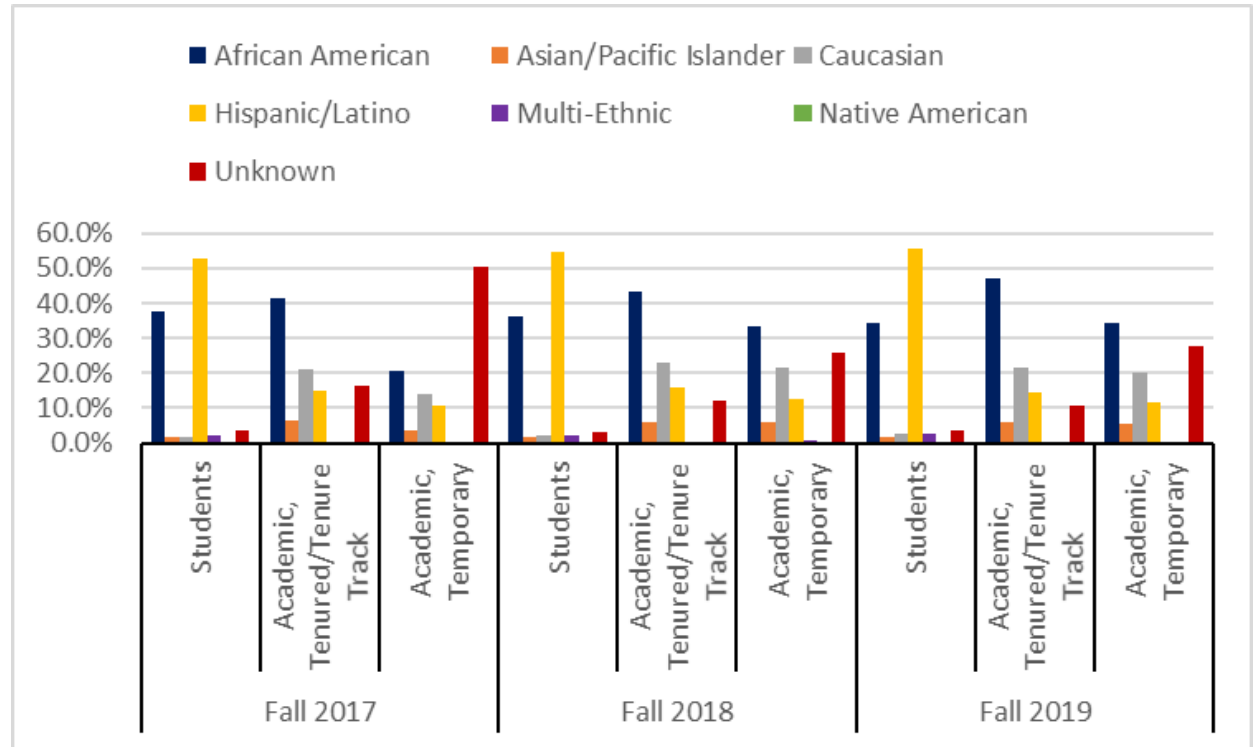
- Encourage your board to evaluate data for hiring
- Discuss the need for data evaluation in your divisions and disciplines

Example of Data Mart Comparison

Full-Time and Part-Time Faculty Race/Ethnicity Compared to Student Race/Ethnicity

Job Description

Recruitment and Outreach

- Generate a large and diverse pool of candidates (including part-time faculty)
- Proactive outreach for applicants to achieve racial and ethnic equity
- Announce positions in diverse-focused listservs and publications
- Contact local universities and create programs seeking an ecosystem/pipeline
- Review your Diversity Statement and go deeper into antiracism and equity mindedness by infusing DEI into every part of the hiring process and every question
- Provide professional development of departments' faculty and administrators, staff, students on equity-minded job descriptions

Framework for Inceasing Faculty of Color

How are you presenting your college?

o Making an institutional commitment to equity

o Creating equity-minded job announcements with

- o District values statement on antiracism, equity, diversity, and inclusion
- o Clear statements of intent to hire a racially and ethnically diverse faculty
- o Specific competencies related to equity-mindedness listed in the desired qualifications
- o Infusion of equity-minded elements into the job description and every interview question
- o Use of equity-focused language instead of deficit-focused language

Language Matters!

Use equity-focused language instead of deficit-focused language

Which is more equity-minded?

Happy Valley College seeks diverse faculty to help close achievement gaps with minority and nontraditional students.

Lovely Valley College seeks an ethnically diverse faculty to join a team committed to transformative education and social justice for a diverse student body.

Types of Language to Avoid

Deficit-Minded Language

At-risk/High Need

Underprepared/Disadvantaged

Untraditional/Non-traditional

Underprivileged

Minorities

Achievement Gap

Types of Language to Use

Asset-Minded Language

Diversity/Diverse

Underrepresented/Underserved

Historically Marginalized

Students of Color

BIPOC/Black, Indigenous, People of Color

Opportunity Gap

Equity Minded Language

Be specific and acknowledge race

Racial/Ethnic Equity	Hispanic Serving Institutions (HSI)	Predominantly Black Institution	Ethnicity	Latino/Latina/Latinx
African-American/Black	Indigenous/Native American	Culture/Cultural Appreciation	Culturally Relevant/Culturally Responsive	Social Justice

Hiring Committee Appointment Processes

How are faculty hiring committees constituted at your college?

Inclusion of Diverse Voices and Experiences

- Affords rich opportunities to respond more effectively to the challenges of society that require multiple perspectives and broad approaches to complex problem-solving

- Makes hiring committees and groups more knowledgeable, sensitive, efficient, creative, and successful

- Creates inclusion and intentionality of BIPOC voices and should be from all constituent groups (e.g., students, staff, faculty, administration) but avoid tokenism and taxation

Framework for Increasing Faculty of Color

Interrogate Bias in the Hiring Process

- Create diverse hiring committees

- Recognize human susceptibility to bias and assumption

- Use inclusive vs. exclusive practices

- Use a rubric with specific evaluation criteria (e.g., "mentions work with minoritized or underserved populations" or "demonstrates cultural competence")

- Prioritize multiple measures to balance resume and experience

- Allow sufficient time to review all applicant materials

- Allow individual review before whole committee debriefing; avoid "groupthink"

- Be able to defend every decision to accept or reject

TRADITIONALConceptstoAvoid

MERIT

Traditional Conceptions:

- Institutional prestige (e.g., "known" schools)

- Degrees (e.g., doctorate)

- Connections (e.g., insider track)

- Experience (e.g., many years in community college)

FIT

Traditional Conceptions:

- Reflecting existing faculty background (e.g., looks like us)

- Collegiality (e.g., doesn't rock the boat)

- Shared interests (e.g., agrees with us)

Equitized Concept of Merit and Fit

MERIT
Equity Conceptions:

- Experience teaching/counseling minoritized students

- Engage in culturally proficient approaches

- Experience acting as an equity advocate

- Engages in evidence-based self-reflection to improve practice

FIT
Equity Conceptions:

- Reflects and connects with student's multiple identities

- Holds high expectations for racially minoritized students

- Can support and further college's equity efforts

Imperative for Change

- Standard hiring processes in our culture were developed in the early 1900s

- Legal, encouraged, and expected discrimination based on race, ethnicity, color, gender, ability status, etc.

- Cover letters, resumes, CVs, reference letters, etc. are largely framed by socioeconomic status markers, access to and inclusion in established networks, and biases strongly correlated with race and gender expectations

- What "moment" are we hiring for?

Employment Marketing Recommendation

DEI-Focused Employment Marketing Videos

- Communicate the organization's vision and values in a way that attracts and inspires potential candidates to want to join the organization
- DEI-focus is explicit and clear through images, dialog, music, and other cues signaling diverse job seekers are welcome and that the District prioritizes serving diverse student communities successfully
- Mutually-beneficial objectives – 'sell' DEI-minded candidates on applying; discourage candidates who dismiss the importance of DEI

Application Process Recommendation

Conventional Application Materials

- Name, prior employers, schools attended, and writing style provide significant indicators of social class, race and ethnicity, and gender

- Based on the unsubstantiated assumption prior experience and education are objective predictors of job-related knowledge, skills, abilities, and future performance

- Systematize positive and negative stereotypes based on superficial socioeconomic indicators biased towards white, cisgender men as more naturally inclined to professional work and with great aptitude in technical fields

- Fail to provide substantive information about how people engage, perform work, and their outcomes

- Fail to address the context in which work is performed

Application Process Recommendation

A New Approach

- Committee of diverse stakeholders define the expectations of a position within a DEI culture, prioritizing an understanding of the lived experiences of others

- Committee prioritizes the essential attributes and behaviors of successful job performance within a diverse environment

- Committee drafts a set of open-ended question prompts based on the essential attributes and behaviors, asking candidates to state outcomes, how they achieved the outcomes, and how they will contribute within the position

- The initial "application" is the candidate's responses

- Committee screens responses blind

Application Process Recommendation

A New Approach (cont'd)

- Committee drafts behavioral interview questions framed by application of technical KSAs within a diverse environment

- Application screening and interview scoring rubrics award base points for technical KSAs, additional points for DEI outcomes and contributions
  - DEI outcomes within individual performance
  - DEI contributions beyond individual role

- "Best Qualified" inextricably links technical KSAs with DEI engagement

Application Prompt Example

Describe how you have diversified math curriculum to ensure students from a wide range of cultural communities see themselves represented.

- **Outcome**: Increased retention and success outcomes for students historically experience equity gaps by 10-25% over three-year period.

- **Process**: Added activities encouraging students to share their identity and experiences, validated their interest in math, tailored assignments to allow students to find examples of people from similar backgrounds succeeding in math-related fields, used a variety of visualization and collaborative engagement assignments to promote communication between students, included thought-process activities such as journaling within assignments, and used process-oriented grading instead of right/wrong assessments.

- **Application**: As a full-time math instructor, I would continue to research methods for ensuring students see a wide range of diversity within the course materials, implement strategies for students to engage with math in a way that reaffirms their interests, and teach processes over right answers to ensure students do not get discouraged.

Recommendation for Committee Composition

Add Student Participation in ALL Hiring Committees

- Increase input from students in processes and criteria used for screening and interviewing applicants

- Students provide diverse perspectives on which candidates are considered qualified

- This increases the importance of serving diverse communities successfully as minimum and preferred qualifications

Interview Questions

Interview Question Design: KSAs

- Use behavioral-based interview questions: prospective and retrospective
- Seek depth and currency of knowledge, skills, and abilities related to the 2nd minimum qualification
- Consider seeking equity-mindedness in every question (not just within "the diversity question")
- Be sure that questions are designed to elicit knowledge, skills, and abilities related to equity-minded teaching practices:
  - How the candidate self-reflects, identifies, and removes barriers in the classroom and on campus
  - The ways the candidate collects, analyzes and applies data to identify and address equity

Inefective Questions

- Lead to uninformative answers
- Waste time of both committee and candidate

Writing Behavioral-Based Interview Questions

Helpful Lead-In → **Open-Ended Beginning** → **Desired Behavior**

Example of Behavorial-Based Question

WE SERVE A LARGE POPULATION OF FIRST GENERATION COLLEGE STUDENTS.

TELL US ABOUT A TIME WHEN YOU . . .

. . . HELPED SOMEONE MASTER NEW SKILLS TO SUCCEED IN AN UNFAMILIAR SETTING.

WHY the Behavioral Interview Question Formula?

The helpful lead-in describes what we are going to expect in the job

But isn't that making it too easy?

Yes, <u>but</u>…only for those who have the skills we're looking for

What the Behavioral Interview Question Formula DOES

The open-ended beginning requests an expansive answer

Encourages candidates to give a descriptive narrative of actualized work behaviors

Clearly sets expectations and avoids the "good interviewee" bias

What the Behavioral Interview Question Formula CONVEYS

The desired behavior ending relates back to our lead

Tells candidates exactly what we are looking for when framed by real situations

"Good" answers demonstrate success in related contexts

Behavioral Interview Question Examples

Helpful Lead-In

Frame the question

- Describe a situation where you…

- When have you had to…

- Share with me an example of you demonstrating…

- Give me an example of a time when you…

- Give me an example of a situation where you…

- Think of a time when you…

Open-Ended Beginning

Key activities

- Serving someone

- Managing expectations

- Communicating information

- Overcoming obstacles

- Managing uncertainty

- Collaborating / Cooperating

- Resolving conflict

- Teaching people

Desired Behavior

State what you want to hear

- …helped someone understand why you couldn't serve their needs

- …adapted a process to meet someone's specific needs

- …engaged with someone from a different cultural background

- …disciplined someone for unacceptable behavior

- …presented complex information to a diverse audience

Develop ModelAnswers and Scoring Rubric

Set up a scoring rubric

Have norming conversation about the key components of model answers

Screening/Interviewing Scoring Rubrics

Example

- **1 point:** Application response failed to address the question or demonstrated inadequate preparation and performance
- **2 points:** Application response indicated some related experience or preparation, but no clear examples of successful outcomes
- **3 points:** Application response clearly articulated adequate experience or preparation with successful outcomes
- **4 points:** Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience
- **5 points:** Application response clearly articulated adequate experience or preparation with successful outcomes AND provided successful DEI-related application of job skills in prior experience AND provided positive contributions to an overall culture of DEI beyond their individual job performance

Review and Rewrite "Traditional" Questions

Problematic Question	Concern	Alternative Questions
What experience do you have teaching xxxx? Be specific as to course content and student audience.	Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process. This information is already an element of the application and,consequently, does not provide any new information.	Describe experiences, approaches, or behaviors that you display to support and encourage a collaborative learning or working environment. Describe your leadership or educational experience that provides a foundation for teaching your discipline to our diverse student population. Describe how you would address and work to mitigate barriers and obstacles that students face.

Reconsider One "Equity" Question

Remember Title 5 requires "meaningful consideration" of a candidate's sensitivity to diversity.

Behavioral interview questions allow us to adapt competency-based interview questions to address equity in every question.

Example: New technologies are transforming effective instruction. Please describe how you have used technology to enhance learning for students from diverse socioeconomic and cultural communities.

To answer the question well, the interviewee has to address competence with new technologies (the competency desired) and understanding of the needs of a diverse group of students (the application needed).

Training

52

When Training Hiring Committees

o Acknowledge and address structural barriers and institutional racism

o Train faculty on anti-racism and equity-mindedness

o Train to hire for diversity in race and perspectives

o Begin the dialogue that goes deeper

Training Committees (cont'd)

Guiding Documents

Use your college's value statements in conveying importance of needs, unity, and empathy:

- Keep your DEI big picture in mind and convey that to applicants.
- Use "we" mindset and point of view when delivering messaging.
- Keep messages short and to the point.

Focus on Job Description

Always keep the conversation to the KSAs listed in the job description:

- Call-in--we are socialized and trained to believe and defer to people in power; instead ask questions and refocus.
- Focus on impact not intent.

Use Positive Language

Be mindful of positive language:

- Use micro affirmations
- Listen to concerns
- Validate emotions
- Make statements such as
  - I know this is strange and new for all of us.
  - You are invaluable and we want to keep you safe.

Onboarding and Retaining Faculty of Color

Increasing and Supporting Faculty of Color

How welcoming and supportive is your campus culture?

Creating a campus culture that supports racial diversity:

- Hire faculty of color in cohorts to combat isolation (cluster hiring)

- Create a supportive onboarding and peer mentoring process

- Invest in training for deans on issues faculty of color face

- Identify and disrupt "organizational silence" which prevents people from speaking up

- Support creation of affinity groups where faculty of color can network with other faculty of color

Other Suggested Equity Tools and Practices

Faculty Intern Program
(GROW YOUR OWN)

Job Description and Interview Questions (AUDIT for EQUITY)

Diverse Applicant Pool (EXPAND and FOCUSED)

Emphasize 2nd Minimum Qualification
(THE HOW)

Equivalency Process (INCREASE UNDERSTANDING)

Vision Resource Center Implicit Bias Training
(BE PURPOSEFUL)

Summary

- Blind application screening based on functional information about actual performance framed by DEI-engagement

- Removing socioeconomic, race, and gender indicators likely eliminates many sources of intentional and unintentional biases

- Reframing application prompts through DEI-engagement sends clear expectations to candidates

- Behavioral interview questions provide more substantive answers to assess candidates

- DEI scoring rubrics embed a structure redefining "most qualified" through a DEI framework

Any Questions?

Resources:

- ❖ ASCCC Model Hiring Principles and Practices Canvas shell: https://ccconlineed.instructure.com/courses/5733
- ❖ ACHRO/ASCCC Approved Resources: http://achroeeo.com/diversity-equity-and-inclusion/
- ❖ Equity-minded Hiring in Virtual Environment Presentation: https://asccc.org/content/equity-mindedness-hiring-virtual-format-during-state-emergency
- ❖ Re-examination of Faculty Hiring Processes and Procedures Paper: https://asccc.org/sites/default/files/Hiring_Paper.pdf
- ❖ ASCCC presentations "Evaluation Institutional Bias in Organizational Structures" and "Effective Hiring Committee Training"
- ❖ ASCCC presentations "Equivalency to the first Minimum Qualification" and "Refocusing on Student Success through Faculty Hiring: Second Minimum Qualification as an Equity Framework"
- ❖ ASCCC Equivalency paper: https://asccc.org/sites/default/files/EquivalencyF20.pdf
- ❖ ASCCC CTE Toolkit: https://asccc.org/sites/default/files/ADAversion_CTEMinQualsToolkit.pdf
- ❖ California Community College Vision Resource Center modules: "I Don't See Color, I Just See People: Becoming Culturally Competent," "Playing Behind the Screen: The Implicit Bias in Our Colleges," and "Improving Equity in Campus Hiring"
- ❖ Unconscious Bias resources from University of California San Francisco: https://diversity.ucsf.edu/resources/unconscious-bias-resources
- ❖ Harvard Implicit Bias tests: https://implicit.harvard.edu/implicit/
- ❖ Chronicle of Higher Ed Article: https://www.chronicle.com/article/5-ways-to-make-a-real-improvement-in-hiring-black-professors?fbclid=IwAR39x63Cn0yslK94-JRzHrnSehxs9nvnQDsPm_rY3rYFVpg2S9HCeLaFPpI&cid2=gen_login_refresh&cid=gen_sign_in
- ❖ Inside Higher Ed Article: https://www.insidehighered.com/news/2019/01/31/new-effort-britain-tries-remove-bias-faculty-recruiting?utm_source=Inside+Higher+Ed&utm_campaign=bb4c6705ef-DNU_2019_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-bb4c6705ef-198507429&mc_cid=bb4c6705ef&mc_eid=362e78a4c4
- ❖ Best Practices for Recruiting and Retaining Diverse Faculty for Institutions of Higher Education. Council of Colleges of Arts and Sciences, Committee on Cultural Diversity: https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf
- ❖ Guidelines for MAA Selection Committees: Avoiding Implicit Bias: https://www.maa.org/sites/default/files/pdf/ABOUTMAA/avoiding_implicit_bias.pdf
- ❖ Recruit Diverse and Excellent New Faculty. Inside Higher Ed.: July 2018: https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty
- ❖ Hiring at Community Colleges Toolkit. Los Angeles, CA: Rossier School of Education, University of Southern California