

# FACULTY HIRING PROCEDURES REVISIONS - Input for Academic Senate Meeting on 4.21.21

## Faculty Hiring P/P Senate Discussion 4.7.21 (notes from HR in red)

- To include diversification to ways we recruit- historically we have recruited in limited ways, Laura S. provided a great list of places to start- EEOC is coming up with a diverse list of places to advertise (standard list of advertising sources attached)
- Small departments with multiple disciplines, difficult to balance need for subject matter expertise and diversify committee when working with these constraints. (consider inviting colleagues from closely related areas who may provide additional perspectives in the hiring process)
- Scholarship apps are reviewed anonymously- could we do this with hiring applications? To work on eliminating bias. This was mentioned in the training as a best practice (HR is reviewing options for making employment applications anonymous for screening/interviewing committees)
- Improve diversity statement to include lived experience. (Current diversity prompt was developed by the Academic Senate and can be revised as needed)
- Add retention to our conversation--perhaps consider retention in orientation of new faculty (see suggestions below)
- Vision statement of how we hire, lens and what guides our process. (this could be a preface to the revised faculty hiring procedures)
- Look at best practices from other campuses: interview questions, how to be more inclusive (HR researches best practices on a continuous basis and we have incorporated improvements as noted below)
- Where in College Policy does it address who screens applications? This is in the current version of the faculty hiring procedures, section VIII as follows:

VIII. The search committee shall review all complete applications and select candidates for interviews using a mutually agreed upon rating system that is based on the specific qualifications referred to in the job announcement.

- Transcripts help some departments to determine that MQ's are met. (in most cases, a copy of the diploma/degree conferral could suffice in lieu of transcripts)
- Recruitment: trying to mentor students and supporting them in becoming instructors (see suggestions below)
- Ask diversity questions within interviews--provide a list of possible questions for committees to select from (this is a current requirement for all committee interviews and we do provide possible questions which can be expanded on)
- More conversation about the process of being hired at a CC--professional learning class, credential--that explains process, what to expect in interview process, what CCs are looking for in teacher (see suggestions below)
- Educational workshops for adjuncts to understand how they are being evaluated when interviewed. Candidates coming from Ph.D. programs are typically not prepared to interview in the CCC system (see efforts below; we have also offered PDA workshops for adjuncts who are interested in pursuing full-time positions)
- Wondering about requirement about limitation of number of adjuncts on hiring committee (this is covered by the current hiring procedures, section VII as follows):

Departments are encouraged to invite the participation of their adjunct faculty and/or faculty from a closely related discipline, classified representatives and/or students if individuals selected would be available for the complete process. Any classified representative and/or student on the committee will be non-voting unless the department determines otherwise. In addition, these individuals would not substitute for a regular faculty member; they would be additional members of the committee.

- Teaching practices- candidates who have never taught but may have discipline expertise. How do we prepare our future colleagues to teach? (see suggestions below)
- We could pay for candidate travel. (the District does currently offer a travel stipend to candidates who travel to the District from a specified distance for in-person interviews)
- Look at and strike language like, "must have a sensitivity to the diverse needs of our students", this language represents the bare minimum. Is our language inclusive in the P/p? Should review P/p line by line for this (this is a legal requirement, but should/can be expanded on the include more than the bare minimum)
- For job posting group: what question are we asking about DEI and is that question helping us get at whatever questions/information we want to learn about applicants? (as stated above, the current diversity prompt was developed by the Academic Senate and can be revised at any time)

### Recent strategies/recommendations to improve our hiring and retention efforts:

- Worked with Academic Senate to offer the training with Laura Schulkind on Lawful Strategies for Advancing DEI in Faculty Hiring: The Essential Role of Academic Senates
- The 2020-2023 District [EEO Plan](#) includes a goal for the Board of Trustees to receive training on elimination of bias in hiring and employment every two years. The Board of Trustees received this training in December 2020 and any new Trustees will receive the same training within six months of their officially assuming their duties as a Trustee.
- Worked with EEOAC to implement a survey in Spring 2021 to solicit input from the college community on our hiring and retention efforts. EEOAC will also work with SRJC affinity group leaders to reach out to their local chamber of commerce and other community organizations to encourage candidates of color to consider employment at SRJC.
- Identifying and addressing barriers in the application process that discourage applicants from applying and getting an interview, such as including doctorate degrees and other qualifications that exclude candidates as a preferred qualification in faculty job announcements
- Highlighting the District's values and commitment to demonstrated commitment to valuing and promoting diversity, equity, inclusion and anti-racism as a required qualification in job postings (job postings should start by stating this commitment, rather than having this recruitment be buried and not emphasized in the job posting).
- Ensuring that Preferred Screening Criteria are consistent with the job announcement so that we are being transparent with candidates
- Increasing accountability for Screening and Selection committees and monitors to provide evidence based on a lack of required and preferred skillset when candidates are not selected for interview.
- Communicate to Deans and Chairs to consider including diversity of screening and selection committee members on their screening and interviewing committees to represent a variety of perspectives, including faculty and staff from other departments and incorporating student input with the selection process for adjunct faculty to emphasize the importance of equity mindedness.
- Updated Faculty Hiring Orientation to include the importance of hiring equity minded faculty, eliminating systematic barriers to employment that impact underrepresented candidates, equity minded competencies, identifying and managing implicit bias and understanding the importance of considering candidates who demonstrate a commitment to diversity/equity/inclusion as a priority over other candidates.
- Developed a Best Practices for Equitable Hiring Practices guide for Committee Monitors and Screening and Selection Committees to ensure consistency and to uphold the integrity of the recruitment process at SRJC.
- Updated Monitor training with additional resources to Interrupt Bias during the selection and interviewing process.
- The new faculty experience program includes agenda items with the new faculty orientation for 'Equity in the Classroom: Black Faculty, Staff & Student Panel', 'SRJC Culture: Commitment to Diversity, Inclusion, and Anti-racism' and equity data will also be presented by Institutional Research. The new hire orientation for Classified and Management includes training from the Embracing a Culture of Inclusion program on understanding what inclusion means at SRJC and provides tips for addressing bias and racism in the work environment.
- The District's Embracing a Culture of Inclusion (ECI) Program implemented a New Faculty Mixer event in Fall 2020 to provide new faculty with an opportunity to discuss the importance of equity-mindedness in supporting our students. Additional initiatives will be implemented by ECI in 2021 and beyond to develop surveys for employee affinity groups as an opportunity for individuals in these groups to provide input on creating an inclusive work environment. ECI will also be implementing professional development opportunities on anti-racism. Lastly, ECI is in discussion about the development of an 'Allies for Change' group to serve as a bias response team to address issues of exclusion and racism in the workplace.
- The District is implementing a Diversity Mentorship Program in 2021 for Administrators in collaboration with UC Berkeley to provide opportunities for UC Berkeley students who are interested in community college careers in administration to work with SRJC administrators.
- Implementing best practices from institutions who are recognized for their diversity/equity/inclusion efforts in order to propose revisions to SRJC recruitment practices and hiring and equivalency procedures;

- Review District and instructional department webpages to incorporate inclusion and anti-racism in all areas (District DEI webpage implemented Fall 2020 to highlight employee affinity groups, HSI designation and District commitment to Black Lives Matter movement);
- Enhancing our recruitment outreach efforts by broadening advertising sources for faculty recruitment. See attached advertising list. In our recent faculty and management job postings, we posted positions with the Historical Black Colleges and Universities (HBCU's) and The Journal of Blacks in Higher Education and Blacks in Higher Education. We also reached out to HBCU's to schedule information sessions that would allow for direct outreach to their students and alumni. Our first HBCU information session was held in February 2021 with North Carolina Agricultural & Technical State University.
- Evaluating current faculty recruitment data to strategize on how to increase the rate of selection for BIPOC faculty.

Feedback from LFSA Presentation and Listening Session on Inclusive Hiring and Retention Practices to Support our BIPOC Colleagues (3.29.21):

- Develop teaching mentorship programs and provide resources for pursuing career goals (for example, classified who are interested in becoming faculty); provide workshops for internal candidates to know how to apply/interview; increase awareness for current SRJC employees to encourage them to launch their careers at SRJC
- Provide as much detail as possible to candidates up front; promote transparency and a shift in committee approach to be more welcoming and encouraging for candidates, particularly candidates of color
- Expand District diversity [webpage](#) that was created in collaboration with EEOAC, HR and PR to include students who we have been hired as faculty, classified, management
- Assess how we can reassure our BIPOC colleagues that they were hired based on merit; Ensure that all hiring is based on merit and not on other factors that may exclude candidates of color
- Hiring committees: discuss how they will mentor candidates at the early stages of each recruitment so that they are prepared to support the success of candidates hired.
- Develop pool of volunteers (internal current SRJC employees) to serve as a resource to candidates with 'what to expect' in applying at SRJC, providing mock interviews, etc.
- Track demographics of hiring committees and questions asked by committees, in addition to candidate demographics to determine where candidates of color may be excluded in the hiring process

Board Hiring and Retention Report

A summary of the District's Hiring and Retention Efforts was shared with the Board of Trustees and the college community at a listening session in September 2020. Please see link to the presentation and complete Hiring and Retention report [here](#).

Following are the highlights of the efforts that have been made to diversity faculty (through August 2020 – additional recent efforts are included in the sections above):

1. Committee Monitor Program

The District implemented a Committee Monitor program in 2013 to appoint trained monitors to participate in committee hiring processes to ensure fair hiring practices. Committee monitors work in collaboration with Human Resources to facilitate committee meetings and discussions, interviews and deliberations and serve in an advisory role to the committee. Monitors are empowered to address issues of bias, breach of confidentiality and/or violations of hiring procedures in consultation with Human Resources. Committee monitors are appointed to full-time faculty and management screening and selection committees. Administrative committee chairs serve as the committee monitors for classified and adjunct faculty recruitments. Committee monitors on faculty and management screening and selection committees are volunteers and are non-voting members of the committee whose main purpose is to ensure the integrity and fairness of the hiring process.

2. Commitment to Diversity in the Screening and Interviewing Process

In order to assess a candidate's sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, each candidate who applies for employment at the District must respond to a diversity prompt with their employment application which describes how they have demonstrated sensitivity to, and respect for, diverse populations. The Equal Employment Opportunity Advisory Committee (EEOAC) in consultation with the Academic Senate recently revised the diversity prompt stated in job announcements for employment opportunities, so that each candidate may submit a detailed response that addresses examples of demonstrating sensitivity to diversity. Hiring committees have provided feedback that this revised diversity prompt is much more effective in providing candidates with the opportunity to demonstrate their sensitivity to diversity when applying for employment opportunities at the District. Additionally, the District's hiring practices require that criterion to assess a candidate's commitment to diversity be included in the initial screening process as well as with the committee, semi-finalist and finalist interviews.

3. Faculty Recruitment Programs

EEOAC sponsored an Adjunct Faculty to Full-Time Faculty Recruitment Program ("Making Great Teachers") with events in fall 2016 and spring 2020, which included workshops and mentoring opportunities for adjunct faculty who aspire to be full-time faculty. Candidates from SRJC and nearby educational institutions attended. Former adjuncts who are now full time faculty, SRJC's Career Hub, administrators and hiring departments attended to share information about employment opportunities at the District. This year, the District recruited more adjunct faculty for the new full time faculty positions than it has in the past and this may be as a result of this program. In spring 2020 and again in August 2020, representatives from the District attended recruiting events/information sessions at CSU East Bay and University of California, Berkeley. Some students who attended the UC Berkeley event in the spring applied for full time faculty positions at SRJC this spring and two were hired, one of which is a faculty of color.

4. Hiring Orientations

The Committee Hiring Orientation has been revised significantly in order to include more detailed information on law/regulations affecting hiring decisions as well as other important topics related to fair hiring practices, such as understanding unconscious bias, developing behavioral based assessment tools and other guidance for hiring committees. The hiring orientation for full time faculty was recently updated to include comprehensive information regarding the importance of hiring equity-minded faculty to support student success. These changes have resulted in an increased awareness of the importance of ensuring fair hiring practices that emphasize the need for hiring equity-minded employees, We expect to monitor the effectiveness of this effort in increasing the diversity of our faculty, and make changes as necessary to ensure progress toward that goal.

5. Recruitment Advertising and Outreach

The District advertises all external recruitments in a wide variety of sources in order to attract a diverse pool of candidates for employment opportunities. Last year, a new advertising source, INSIGHT Into Diversity Job Board, was added as an additional standard advertising venue. This national Diversity and Inclusion organization will enhance the District's effort in recruiting diverse faculty and staff. Additionally, all faculty and staff positions requiring a college degree are now posted on Handshake, an online advertisement for students and recent graduates, to advertise our recruitments at several educational institutions (approximately 150connections with institutions on Handshake have since been established). This fall, there are two remaining full-time faculty recruitments to be filled, one of which was advertised with eleven of the Historically Black Colleges and Universities (HBCU's). Both faculty recruitments were also posted in the publications. The Journal of Blacks in Higher Education and Blacks in Higher Education. The District has participated in the California Community Colleges Faculty and Staff Diversity Registry Job Fairs nearly every year for the past 20 years. These job fairs are advertised widely to a diverse group of candidates. Faculty, Administrators and Human Resources staff attend the job fairs to meet candidates and provide information regarding employment opportunities at the District.

## 6. New Faculty Orientation, Training and Mentoring Programs

The Academic Senate, Vice President of Academic Affairs, and two appointed Faculty Professional Development Coordinators collaborate on the development of programs for onboarding new faculty with the intent of welcoming new colleagues in order to retain the faculty who are hired. This includes a 2-day new hire faculty orientation with a student panel to discuss the importance of equity in their courses, a one-year new faculty experience program and a new faculty mentoring program. Each program offers professional development on anti-racism and topics related to diversity, equity and inclusion. The programs are developed and implemented by the Faculty Professional Development Coordinators who are appointed by the President of the Academic Senate and Vice President of Academic Affairs with support provided by Human Resources.

Following are the suggestions for areas of improvement to diversify faculty from the Hiring and Retention Report:

### Hiring and Retention Practices

The District recognizes the need to continue diversifying our faculty and staff to best serve our students. In order to determine where non-white candidates may have not been selected during a recruitment, the current recruitment data is being analyzed as sample data to strategize on how to increase the rate of selection for future faculty of color. Human Resources is continuously reviewing best practices at other institutions recognized for their diversity/equity/inclusion efforts and there will be a District wide request for suggestions around hiring and retention. The findings from this request will inform additional suggested revisions for hiring practices and procedures in order to promote inclusion and anti-racist hiring practices and increase hiring of non-white employees. The following revisions to the District's hiring and retention practices and hiring procedures are proposed:

1. Revise hiring practices to become a 'Candidate-ready' College
  - a. Encourage hiring committees to dispel the "deficit model recruiting" notion that there aren't enough qualified diverse candidates and those few who might be qualified won't be interested in working at SRJC; train hiring committees to shift focus of looking for candidates to "fit" into SRJC and instead encourage committees to seek "cultural add" in candidates;
  - b. Redesign the hiring process to encourage rather than discourage candidates to consider applying for employment at the District; identify steps in the hiring process that should be streamlined and clarified in order to create a hiring process that is welcoming to candidates with realistic expectations about the time, effort and cost that candidates should dedicate to being considered for employment at the District;
  - c. Consider incorporating additional targeted outreach, networking and strategic partnership efforts with educational institutions that have demonstrated success in supporting graduate students of color in order to attract more applicants of color to apply for recruitments at the District; utilize social media for advertising all external recruitments;
    - Examine adjunct hiring practices to diversify adjunct faculty pools considering that adjunct faculty may be a local source of candidates for full-time faculty recruitments;
    - Review District and instructional department webpages to incorporate inclusion and anti-racism in all areas (highlight employee affinity groups, HSI designation and District commitment to Black Lives Matter movement); –Encourage SRJC affinity group leaders to reach out to their local chamber of commerce and other community organizations to encourage candidates of color to consider employment at SRJC;
    - Encourage faculty and staff of color who are employees at the District to participate in outreach activities to attract faculty and staff of color.
2. Revise hiring and equivalency procedures
  - a. Require diversity of screening and selection committee members to represent a variety of perspectives and include faculty and staff from other departments on hiring committees; require student input on faculty hiring decisions to emphasize importance of equity mindedness;
  - b. De-emphasize preferred qualifications in the committee screening process that can exclude underrepresented groups (such as having a doctorate degree);

- c. Establish standards to encourage inclusiveness rather than exclusiveness by screening and interviewing committees including more rather than less candidates to be considered for interviews;
  - d. Incorporate additional training in the hiring orientation to assist hiring committees in understanding the importance of considering candidates who demonstrate a commitment to diversity/equity/inclusion as a priority over other candidates; enhance guidelines for developing interview questions and other assessment criteria to promote inclusion and considering candidates as a whole;
  - e. Require committees to provide more specific reasons for candidates selected/not selected as semi-finalists to identify reasons for candidates being successful or unsuccessful in the hiring process; analyze committee feedback to determine if a change in hiring practices would have provided a better outcome for candidates not selected;
  - f. Encourage faculty and staff of color to serve as monitors on screening and selection committees;
  - g. Clarify and streamline the Faculty Equivalency process to ensure fairness and reasonable expectations for all candidates.
3. Expand mentoring and retention programs
- a. Provide leadership opportunities for faculty who are not actively participating in the District's shared governance groups to encourage involvement;
  - b. Consider implementing an adjunct faculty mentoring program to offer the support needed to be successful in transitioning to full-time faculty positions develop mentorship programs which could serve as feeder programs for a Faculty Diversity Internship program;
  - c. Provide resources to hiring departments to mentor and onboard new hires in navigating the new culture by empowering department chairs and management team to take responsibility for actively facilitating retention;
  - d. Implement practices for Human Resources to check-in with new hires regularly to assess whether or not the new hire is in need of any support in getting acclimated in their new position;
  - e. Review the exit interview process to provide exiting employees with the opportunity to give meaningful feedback and incorporate processes for addressing areas of concern.