2023

Equal Employment Opportunity (EEO) 10-Point Plan for Faculty Diversity Hiring

California Community Colleges Chancellor's Office

5/25/2023

2023 EQUAL EMPLOYMENT OPPORTUNITY (EEO) 10-POINT PLAN FOR FACULTY DIVERSITY HIRING

Prepared By

California Community Colleges Chancellor's Office

INTRODUCTION

Dear Colleagues,

Over the last four years, our collective commitment, vision and progress to transform our colleges and communities has been remarkable. This year alone, new regulations to advance Diversity, Equity and Inclusion in Evaluations and Tenure for all employees at California Community Colleges were officially approved by the Department of Finance. Into the future, our course for action is enabled through on-going statewide professional development opportunities, and the release of new Equal Employment Opportunities (EEO) Best Practices Innovation Grants.

At a time when equity work is being weaponized and amplified by the media, legislated to be illegal in some states, and battled at the highest courts, we must be clear about our aspirational goals to intentionally support the success of our students, faculty and staff. In doing so, we must simultaneously celebrate our equity gains and accept our responsibility as leaders of the largest system of public higher education, with a duty to work even harder to close equity gaps. To that end, I am pleased to present another milestone of our commitment, the 2023 Equal Employment Opportunity Ten Point Plan. This valuable tool is designed to assist campuses and districts across the state to use high-impact strategies to move the needle in achieving equity for historically marginalized populations.

This toolkit is an abbreviated version of the 2022 EEO Handbook, intended to advance the cultural transformation of the largest system of public higher education and one of the largest employers in California. The goal of this abbreviated version is to demonstrate themes in promising practices for your college or district, and to enable action based on your institutional needs.

In today's rapidly evolving world, it is more important than ever for California's Community Colleges to be inclusive and equitable for all students and employees. Through the dedicated efforts of the Diversity, Equity, Inclusion and Accessibility Implementation Workgroup, the EEO and Diversity Advisory Committee, and leaders throughout the state, the Ten Point Plan has been carefully crafted. It offers guidance on equity-focused hiring and retention practices and procedures, and much more. Furthermore, it provides a blueprint for necessary collaboration amongst system stakeholders. As such, we encourage district and campus leaders to reference this resource to gain inspiration for local action that leads to equitable policies and practices. The 2023 Equal Employment Opportunity Ten Point Plan will also be instrumental to the submission of updated district EEO Plans, which will require districts and local communities to use the EEO Plan as a multi-year planning tool to diversify their workforce.

Immediate action to engage with this tool will continue our collective efforts to create a more diverse and inclusive workforce that reflects the communities we serve. On behalf of the Board of Governors, I sincerely thank and appreciate everyone who has contributed to fostering a culture of innovation, equity and inclusion across California's 116 community colleges. Together, we must be active builders of the system that our students need today and into the future. Our transformation is a movement for access, success and justice.

Sincerely,

Dr. Daisy Gonzales
Interim, Chancellor for California Community Colleges

FORWARD

Dear Colleagues,

The California Community College system is the premier symbolic personification of opportunity, access and socio-economic mobility. The integral programing opportunities of our institutional framework is the catalyst that propels and disrupts historically institutionalized cycles of generational poverty. As evident by the richness and diversity of our students, opportunity and access is a salient prerequisite for institutional advancement. Research shows that representation is a multiplier not only in the faculty who teach our diverse student populations but, in the methodology, and pedagogical practices that directly impact and inform our curriculum, textbooks and distinct learning frameworks.

The 2023 Equal Employment Opportunity Ten Point Plan is an opportunity to continue to advance highly impactful initiatives that promote Diversity, Equity, Inclusion and Accessibility (DEIA). Regardless of our journey, we are all passengers with a shared destination. Our goal is to achieve excellence in advancing DEIA efforts by shifting the proverbial needle through evidence-based solution-focused innovative strategies that revolutionize our pre-hiring, hiring and post-hiring policies.

Our hope is that you utilize this resourceful toolkit crafted and endorsed by your respective colleagues and shared stakeholders to fuel our collective purpose as we embark upon our transformational journey of seeking equity, inclusion and educational excellence. With the support of committed equity partners such as yourselves, I am more than confident that California will continue to be trailblazers of transformational equity. Let's buckle-up and ride this momentum together as chartered champions for our students, colleagues and the generations to come.

In solidarity,

Dr. Abdimalik Buul
Visiting Executive of Educational Excellence and Equal Employment Opportunity Programs

ACKNOWLEDGEMENTS

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The 10-Point Plan

EQUAL EMPLOYMENT OPPORTUNITY (EEO) 10-POINT PLAN FOR FACULTY DIVERSITY HIRING

Increasing diversity in faculty, staff, and administrators centers around the hiring process. Each phase of the hiring process has opportunities to inject INTENTIONAL practices that affect the diversity outcomes of new employees. This California Community Colleges Equal Employment Opportunity (EEO) 10-Point Plan covers best practices categorized in four areas: **Pre-Hiring**, **Hiring, Post-Hiring** and **Collaboration**.

PRE-HIRING

1 - INTENTIONAL REVIEW and ADAPTATION OF POLICIES & PRACTICES

Colleges must deeply assess current pre-hiring practices; e.g., policies, pre-hiring committee policies and practices.

a) Board Policies - In collaboration with labor partners/Academic Senate to revise the board policy and administrative regulations as identified in the Title 5/EEO best practices guide.

b) The ASSCCC suggests using a framework for developing a process of appointing committee members. The process should identify those who actualize the college's values regarding diversity, equity, and inclusion.

c) Diverse Representation - In all areas of the pre-hiring process intentionality is critical to maintain diversity in various phases particularly in the committee process.

d) Committee Procedures - Make an in depth analysis of procedures such as interview questions, teaching demonstrations, screening criteria/rubric, committee composition, and practices that oversee and correct committee composition when there is diversity lacking. Use a racial equity framework to guide the process of appointing committee members. The framework should include five components: Analysis, Goals, Implementation, Evaluation, and Engagement of partnerships.

e) Racial Equity Frameworks - Racial equity frameworks are sets of concepts, principles, and practices that are used to understand, address, and prevent racial disparities and inequalities in various settings and systems, including education, health care, criminal justice, and employment. The framework provides a comprehensive approach to addressing racial inequities by examining the impact of systemic and historical factors, such as racism and discrimination, on the experiences and outcomes of different racial and ethnic groups. The goal of adopting and implementing racial equity framework is to ensure that all individuals have equal opportunities to thrive, regardless of race or ethnicity. For more information, access the free resources through the Vision Resource Center "I Don't See Color, I Just See People: Becoming Culturally Competent" and "Playing Behind a Screen: The Implicit Bias in Our Colleges."

f) Blind Application Process- the process of removing any and all identification details from your candidates' resumes and applications. It helps your hiring team evaluate people on their skills and experience instead of factors that can lead to biased decisions (Hassan, 2022).

g) Questions - Use interview questions for faculty that highlight issues of diversity and inclusion. For sample questions, reference page 25 of the EEO handbook.

2 - INTENTIONAL TRAININGS

As part of the [new EEO regulations](#), colleges must provide diversity training for the staff supporting the applicant/application process, as well as for members of hiring committees who participate in candidate selection.

   a) Human Resources: It is imperative that Human Resources (HR) departments of colleges make the application process accessible to applicants. This can be achieved by posting clear instructions along with video resources when applicable, to guide applicants through the process. HR applicant resources should include information on "top things that disqualify applicants from moving on to hiring committees." HR can also explain the significance of meeting minimum qualifications, provide guidance on where to access the list, and explain the process of filing for equivalency when appropriate. Additionally, HR should also include contact information for applicants in the event a mistake has been made on their application or if they are experiencing technical difficulties.

   b) Hiring Committees: Colleges must ensure that hiring committees are trained on [Equal Employment Opportunities best practices](#) for developing screening criteria, interview questions, and for conducting interviews. Review the frequency of search committee members completing a hiring orientation. For more examples and resources, see the [ASCCC's DEIA Canvas modules](#).

3 - INTENTIONAL OUTREACH & RECRUITMENT

Colleges must be intentional around their internship programs and recruitment efforts to increase the pool of diverse applicants.

   a) Investing in a robust internship program is critical to the development of a career pipeline at the college campus or district level. Colleges engaging in internship programs must demonstrate intentionality in recruiting and retaining diverse faculty interns e.g. [Grow Your Own Collective](#) and [ASCCC Model Hiring Principles and Procedures](#). Furthermore, the most racially diverse employee group in the California Community college system are classified professionals. As such, engaging them can be fruitful as many have advanced degrees. Classified professional engagement is an innovative effort. However, a major consideration is an understanding of local bargaining requirements.

   b) Affinity based groups serve as a great source for recruitment efforts. In particular, affinity based groups (or Employee Resource Groups/ERGs) should serve as levers to raise awareness about employment and internship opportunities. It is advised that colleges maintain relationships with affinity based organizations at the local and national level. Oftentimes ERGs are created with little to no utility value; recruitment is one of the most salient aspects of hiring and ERG's can be instrumental in that process.

   c) Recruitment and outreach have two forms. Intentional outreach and recruitment of diverse hiring pools may require active outreach. Active outreach differs from passive outreach in that HR personnel take initiative by physically attending events where potential candidates are known to attend. Possible conferences are [COLEGAS](#), [A2MEND](#), [APAHE](#). Other forms of outreach consist of developing relationships with local universities, graduate programs, or hosting open house/job fairs on the college campus. Additional forms of outreach can consist of fostering relationships with community based organizations, chambers of commerce, or faith based organizations.

4 - SEARCH COMMITTEE COMPOSITION

a) There are multiple models for developing effective search committees. The composition of the search committee signals the institution's values, culture and climate. Include individuals who will provide a range of different perspectives and expertise, and who will provide a demonstrated commitment to diversity and inclusion. Different perspectives could come from representation of established and new to their career faculty as well as members from outside of the discipline(s) filling a position. Institutions should also include a student representative as a best practice of creating diversity and implementing a unique perspective.

b) Consider including a member from the diversity committee, if one exists, on the search committee to ensure that the search committee recruits and gives full and careful consideration of candidates from underrepresented groups.

c) Be mindful not to overburden colleagues from underrepresented backgrounds with a disproportionate number of committee assignments.

5 - STUDENT PARTICIPATION ON COMMITTEES

"...review of state law reveals nothing that would prohibit students from participating in community college recruitment and selection processes". In contrast, the Education Code's equal employment opportunity (EEO) provisions support the participation of students to ensure the community college workforce is "continually responsive to the needs of a diverse student population" by "ensuring that all persons receive an equal opportunity to compete for employment and promotion . . . ." (Ed. Code §87100, subd(a).)

6 - CLUSTER HIRING INITIATIVE

Cluster hiring or hiring multiple scholars into one or more departments based on shared, interdisciplinary scholarly interests is seen as a way to advance and integrate faculty diversity or other aspects of the college mission, such as teaching or community engagement. This hiring process can be beneficial for attracting applicants from historically underrepresented backgrounds and increasing diversity in faculty hiring since cluster hires signal a significant commitment to—and investment in—a specific area of need such as teaching, service and/or outreach. Cluster hires suggest the building of communities (Best Practices for Faculty Searches, University of Washington).

a) Some foundational questions of Cluster Hiring programs include: What are the characteristics of the most successful programs? What are some challenges that institutions experience that might be avoided in the future? How have these programs impacted the diversity and the climate, both at the institutions that developed these programs to address specific goals, and those that did not? (Faculty Cluster Hiring for Diversity and Institutional Climate, 2015).

b) Commonly cited benefits of Cluster Hiring Initiatives include fostering interdisciplinary collaboration, raising the public profile of an institution, attracting high value new faculty,

6 continued

and achieving critical mass of faculty. ([EAB Playbook for Effective Cluster Hiring, July 2018](#)).

c) Faculty challenges and complaints attributed to failed practices in cluster hiring initiatives: Poor communication and collaboration lack of transparent policies and processes expressed as "This is a just a power grab by institution leadership."; time consuming search process expressed as "We will never fill the gaps in our department"; lack of unique support needed for new cluster hires expressed as "No one seemed to have thought through where we're going to put all [the]new people"; no plan for sustaining the initiative expressed as "That great new faculty member left after two years and now we have nothing to show for it"; and challenges tracking the impact of employing the cluster hiring initiative, expressed as "I'm not convinced the cluster was any better than our traditional hiring process." ([EAB Interviews and Analysis, 2018](#))

POST-HIRING

7 - INCLUSIVE COMPREHENSIVE ON-BOARDING

On-Boarding is a critical stage in ensuring the retention of the new faculty from day one. The goal is to move from a general orientation process to a strategic plan aimed at equipping the new faculty with tools and knowledge to succeed within their department while navigating the culture of the District.

The onboarding process should include an intentional and continuous mentoring program which ensures that new faculty are informed, included, and supported in a true collaborative environment. This requires a thoughtful matching with a mentor who is committed to advocating for their mentee ([Rockquemore, 2016](#)). Further, a strong faculty mentoring program is well organized and provides the foundation for the mentor/mentee to establish professional goals to be achieved during the term of the relationship which ideally would be a full academic year. Mentoring programs with advanced levels should be available as faculty progress through the tenure process and to fulfill professoriate stages. Diverse experienced mentors should be compensated for their participation in the program. Mentees should also have the opportunity to be supported by campus affinity groups.

Key attributes of a successful onboarding strategy are:

a) Diverse speakers and information

➤ Affinity groups - include affinity group leaders in the onboarding planning process to create a plan for the new faculty to feel welcome and connected.

➤ Recommended timelines – clearly outline the duration of the onboarding process and allocate time for the initial new faculty orientation, connection with affinity group, technical training, and check-in/follow-up process.

b) Co-created content

➤ Developed with input from new faculty and prior participants

➤ Developed based on feedback from students. What do students wish their professors have knowledge about and integrate in the classroom?

➤ Include tools to succeed such as sample frameworks, syllabi, professional development handbooks and toolkits.

➤ Provide opportunities to reinforce collegiality, respect, and to engage in healthy dialogue to ensure a campus culture that fosters diversity, equity, inclusion, and accessibility.

➤ Partner with Human Resources and local union representatives to provide information regarding faculty rights and responsibilities and information about processes to navigate challenges

c) Revisit Tenure process to be more explicit about requirements to teach, work, and lead within the California Community Colleges system. Reference the Diversity, Equity and Inclusion Competencies and Criteria.

Recommendations

➤ Tools to succeed

- Does the tenure process have the mechanisms to advocate for successful growth and development?

- Responsibility of managers and chairs (accountability to provide support to faculty in the tenure process)

- Provide professional learning opportunities to chairs and managers to enable them to support faculty through the process

d) In the formation of a diverse evaluation committee for tenure review, consider an interdisciplinary faculty approach by having cross-divisional representation.

8 - INTENTIONAL MENTORING

Holistic and intersectional mentoring provides a strong foundation for faculty, particularly faculty of color, to have opportunities to build support and thrive as professional, respected educators on campus (Sears & Griffith, 2019). A sustainable and structured mentorship program is strongly recommended, developed by relevant stakeholders to ensure continuity and accountability. It is also recommended that all stakeholders involved from the district, college, school, and department level work in collaboration and alignment to ensure the successful implementation of the mentorship program to support and retain faculty, especially faculty of color. As everyone has a role in retaining new faculty it is recommended to delineate recommendations for each division. Lastly, in order to create sustainability, continuity and accountability for the onboarding and mentorship program on each campus, we recommend that a permanent role is created at the college level to develop and implement the program in collaboration with other stakeholders.

Mentorship

a) Intentional selection of mentors that are validating, supportive and resourceful for the

new hire. Personalized approach - Initially short term (i.e. 1 year)

a) Selection of an advocate/mentor by mentee after year one based on their interests, etc.

a) Set Goals/Outcomes - recommended benchmarks

a) Affinity Groups - can be more resourceful

a) Incentivize by providing resources for individuals who are offering mentorship and for those seeking mentorship as well. Resources can consist of professional development to learn skills for proper mentoring, PD credits, recognition events, and stipends.

a) Spectrum of diversity should be considered when pairing mentors and mentees

9 - CAMPUS CLIMATE & PROFESSIONAL LEARNING OPPORTUNITIES

Campus climate surveys and stay and exit interviews have been proven to be an effective temperature check of institutions' sense of belonging and welcoming environment for employees. Ensuring data quality and gathering results from surveys and interviews inform the necessary professional development to mitigate and reconcile challenges faced by faculty, specifically faculty of color. Furthermore, having explicit disaggregated data to get to the core issues facing validation, engagement and retention of diverse faculty members is salient to working from a diversity, equity and inclusion lens. Some model examples of moving the needle in our system require a paradigm shift on how we view middle management with a DEIA lens.

a) Data collection is critical to informing the college and district of the current climate, the goals and the progress of DEIA efforts. Climate surveys solicit opinions on a variety of issues about the work and school environment. It can also gauge success of programs, policies and procedures that have been implemented.

b) Stay interviews are very important in addressing issues or concerns of new faculty to allow early intervention thereby averting new faculty turnover. Conducting stay interviews should be combined with swift proactive actions following the feedback from the new faculty. Stay interviews provide an opportunity for management to lean in and listen to the new faculty articulate their needs, challenges, opportunities, and what it would take for them to continue their career journey at the college and the District. When properly conducted, stay interviews will facilitate better understanding, build trust and foster relationships between the new faculty and management which ultimately promotes faculty retention. Best practices show that stay interviews are more effective when conducted in person using structured questions versus via online surveys. Data and feedback gathered from the stay interviews should be geared towards immediate process improvement thereby, facilitating a more positive and nurturing experience for the new faculty.

c) Exit interviews can identify and solve organizational challenges that lead to attrition and provide perspectives on how equity and inclusion are being realized in the work culture.

d) Applicant surveys inform your recruitment efforts at what is often the first point of contact with your district.

e) All of these potential data streams can be anonymous which leads to more honest feedback and can lead to actionable plans to address issues relevant to your college and District. It also demonstrates to your employees that their voice is valued, and if responded to appropriately, reassures your employees that their voice is heard and validated.

f) Another intervention to support new faculty hires if the diversification of department chairs and deans. Diversifying the chairship and deans is instrumental in equitably uplifting new voices and providing different and often new options in leadership and hiring. Although each district and campus have complex makeups and certain practices are locally negotiated; term limits are a democratic process deployed to ensure equality. This practice should also prevent burnout and create succession planning for departments struggling to diversify. Furthermore, it allows for an introspective view of reanalyzing antiquated ways of conducting business as usual, be it in the construction of committee structures, hiring and viewing nebulous terms such as "fit" and "experience" with an equitable lens.

g) Key opportunities for a welcoming campus climate and professional development are:

➤ Opportunities for advancement

➤ Alignment with campus climate surveys and, stay and exit interviews

- Anonymous - no retribution
- Lead to proactive changes
- Innovative and fresh perspectives on challenges identified through needs assessment

➤ Explicit DEIA focus

➤ Alignment with campus climate surveys and, stay and exit interviews

➤ Diversify and rotate chairships (department chairs, committees)

➤ Training for Deans and Department Chairs/Co-Chairs to work effectively with faculty

- Paradigm shift
  - Disrupt the idea of "Good fit"
  - Reanalyze "experience"
- Term limits for committees and chairships
  - Prevents burnout
  - Creates a succession plan

10 - COLLABORATION

Many of the aforementioned points are not plausible without engaging the ecosystem of hiring within the institution. Operating in silos is counter productive to the innovative strategies such as clustering, hiring, or the establishment of affinity groups or employee resource groups. The imperative to engage all stakeholders from the campus including students, classified professionals and administrators to diversify the faculty ranks is paramount. Furthermore, the current construct of our college campuses to be more focused on being intentionally student centered and fostering a sense of belonging is aligned with establishing an ethos of belonging for our faculty and hence could benefit from other constituent groups championing the effort to increase the diversity of faculty.

REFERENCES AND RESOURCES

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Association of Chief Human Resource Officers (ACHRO) Diversity, Equity and Inclusion

Academic Senate for California Community Colleges ASCCC Model Hiring Principles and Procedures course

California Community Colleges 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook

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Photo at right: San José City College.

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