

QUINCY FACULTY
HIRING SITE

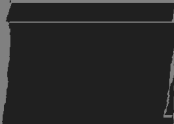
FACULTY HIRING TOOLKIT

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SELECTED SURVEY FINDINGS

Prior to the Institute, CUE asked participants to complete a survey on the faculty hiring process at their institutions. These responses helped broaden our understanding of the particular opportunities and challenges facing community colleges that seek to diversify the faculty and embed equity into hiring policies and practices. Here, we present selected survey findings. We hope these findings will be a point of discussion within and across the campus teams during the Institute and at your campuses upon your return.

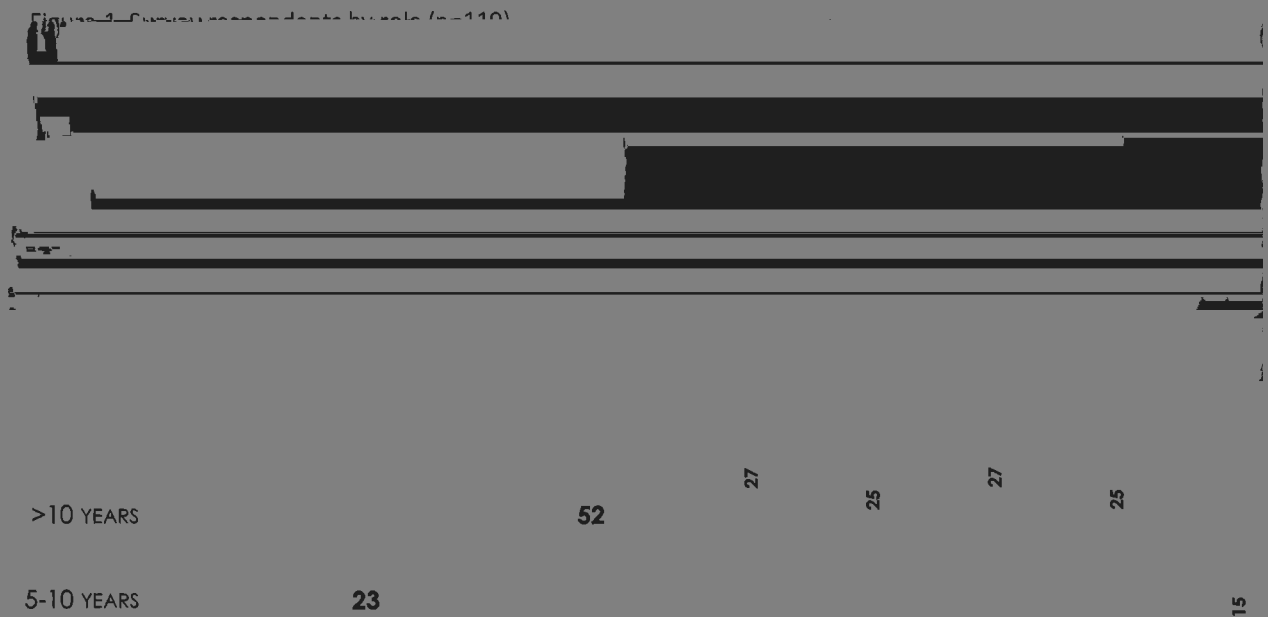
RESPONDENT INFORMATION

119 individuals responded to the survey, representing 21 community colleges and 4 community college districts in California, and two community colleges from outside the state. 9 did not note their institutional affiliation.

Respondents include 55 administrators, 45 instructors, 15 staff, and 4 counselors (Figure 1). Close to half have been at their institutions for more than 10 years (Figure 2)

- ADMINISTRATORS
- INSTRUCTORS
- COUNSELORS
- STAFF

92 respondents have been involved in at least 1 faculty hiring process, while 27 have not (Figure 3).



IMPORTANT CHARACTERISTICS FOR FACULTY CANDIDATES

Respondents who have been involved in the faculty hiring process were asked to rank from 1

NUMBER OF RESPONSES PER RATING

Table 1. Important Characteristics for Faculty Candidates (n=91)

Characteristic	1	2	3	4	5	6
CONTENT AND/OR DISCIPLINARY EXPERTISE	36	15	13	21	6	0
PEDAGOGICAL OR TEACHING APPROACH	18	23	21	21	2	6
ABILITY TO CONNECT WITH AND SUPPORT STUDENTS	22	33	25	10	1	0
ABILITY TO CONNECT WITH AND SUPPORT STUDENTS FROM RACIALLY MINORITIZED GROUPS	13	19	25	24	6	3
FIT WITH DEPARTMENT CULTURE	2	11	11	14	17	18
FIT WITH CAMPUS CULTURE	0	0	4	7	17	61

OUTCOMES OF THE FACULTY HIRING PROCESS

Respondents who have been involved in the faculty hiring process were also asked what they consider a 'successful' outcome of this process to be. In general, responses focused on (1)

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Table 2—Survey Outcomes of Faculty Hiring Process (n=80)

	Percentage of Responses	
HIRING PROCESS	Strong and diverse pool of candidates	11
	Fair and equitable process	10
	All committee members agree on candidates to hire	9
	Student centered	31
	Seeks the department and/or college	16

EVALUATING CANDIDATES

79 respondents noted that the committees on which they have served used a rubric to evaluate candidates, while 13 stated that no rubric was used. When asked whether those rubrics include criteria for assessing candidates' contributions to racial/ethnic equity and diversity at the department and/or campus levels, respondents were equally split: 25 said yes; 23 said

FACULTY CHARACTERISTICS	Qualified	9
	Bring demographic diversity	8
	Care about teaching and learning	8
	Who stay and are tenured	6



DIVERSIFYING THE FACULTY

Over 30 percent of respondents said that diversifying the faculty means having a faculty that is able to relate to current student body or hiring faculty who know and

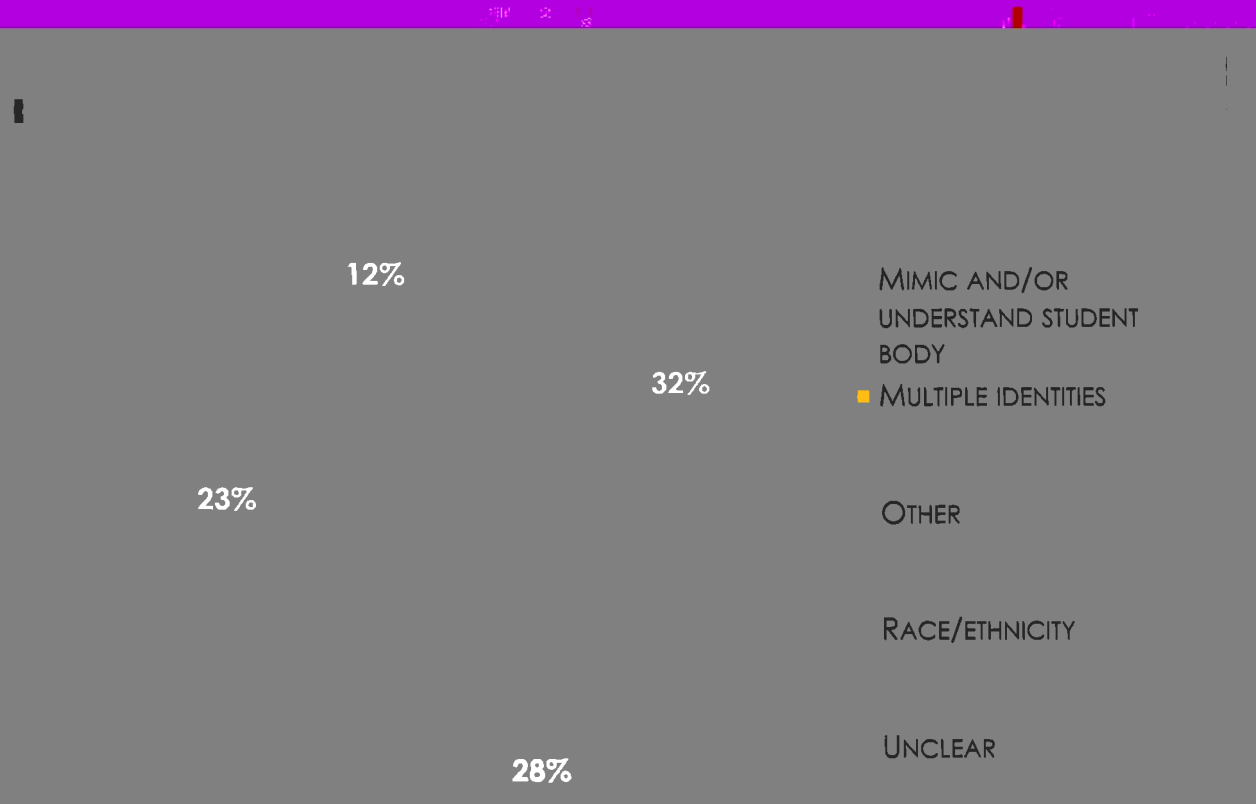
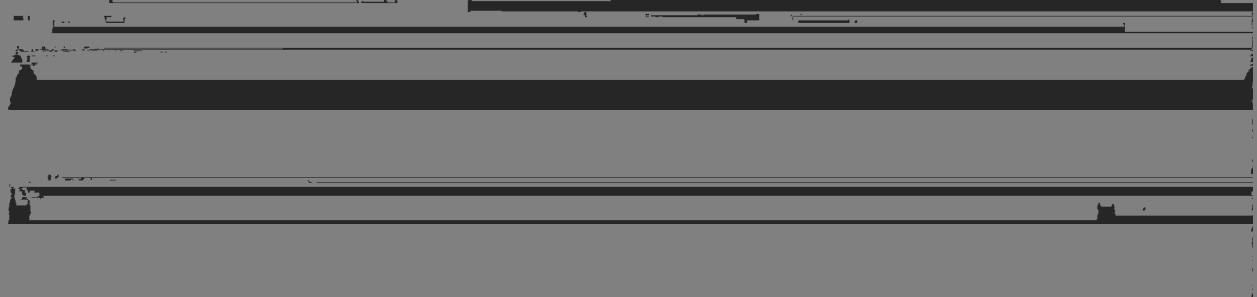


Figure 4. What does it mean to 'diversify' the faculty? (n=113)

60 percent of respondents said that the faculty hiring process at their institution does *not* yield a diverse pool of candidates (Figure 5), while 91 percent said that their institution faces challenges





No,
60%

Yes,
40%

Yes
91%

Figure 5. Is the hiring process designed to yield a diverse faculty? (n=117)

Figure 6. Does your college face challenges when hiring faculty of color? (n=117)

RATIONALE	NUMBER OF RESPONSES

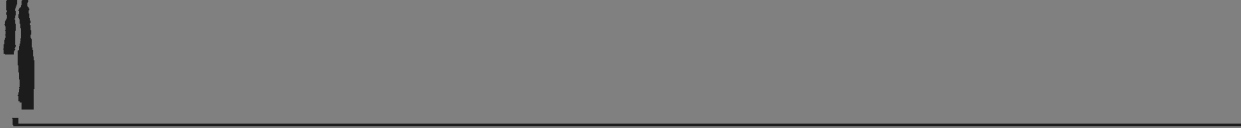
Table 3. Why does the hiring process *not* yield a diverse pool of candidates? (n= 68)

Not designed to yield a diverse faculty	21
Inadequate outreach	20
Qualifications sought do not align with diversity	10
Lack of understanding, commitment to diversity	11
Inadequate training	9

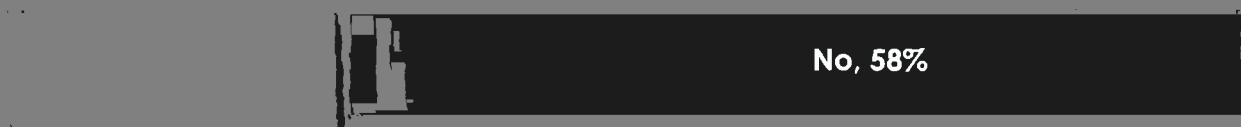
Candidates are screened out	8



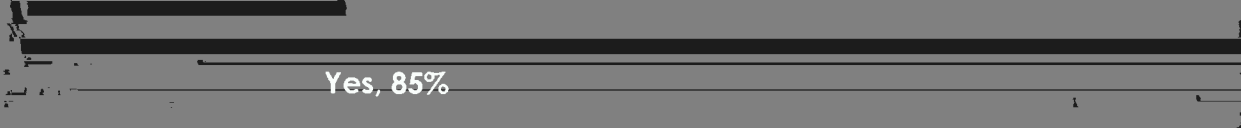
While most respondents believe that their college leaders are committed to diversifying the



No, 15%



No, 58%

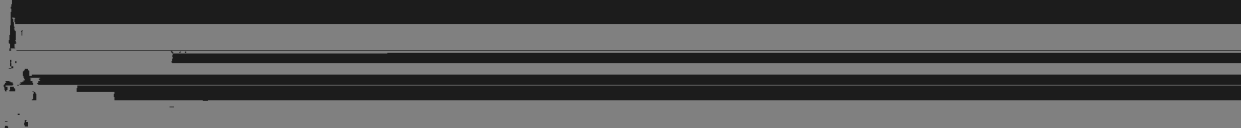
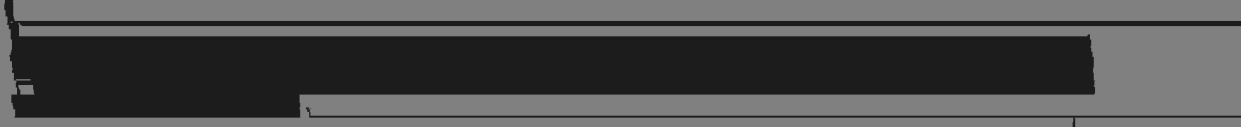
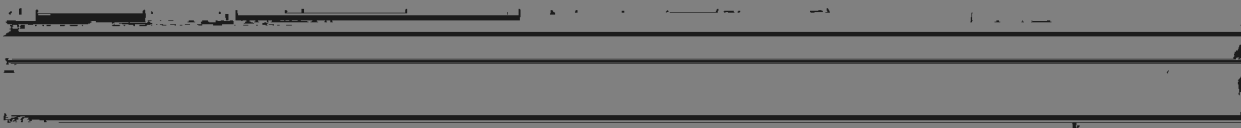


Yes, 85%



Yes, 42%

faculty in terms of race and ethnicity, less than half said the same when asked about whether

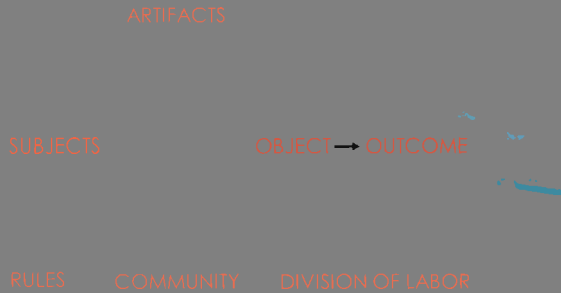




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Activity Triangle as the Framework for Racial Equity in Faculty Hiring

Activity Triangle



The activity triangle represents the principles of

[REDACTED]

institutional practices such as hiring, teaching, leading, and managing cannot be understood independently of social, cultural, political, and historical influences.

In applying the CHAT framework to the goal of racial equity in faculty hiring, our intent is to show that faculty hiring is a process that involves people in interaction that is mediated by tools. The people involved in the hiring process have

[REDACTED]

or
ed

Activity Triangle

ARTIFACTS

SUBJECTS

OBJECT → OUTCOME

RULES

COMMUNITY

DIVISION OF LABOR



References for Cultural---Historical Activity Theory

Bensimon, E. M., Bustillos, L., Dowd, A., Harris III, F., Rueda, R., Vallejo-Pena, E., Malcom, L., & Marquez, A. (2006). *Equity for All: Institutional Responsibility for Student Success: Lumina Foundation for Education Final Narrative Report*. Center for Urban Education. Los Angeles, CA: University of Southern California.

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Refra es race-base ine uties as a problem of practice
an views their elimination as an individu • d collective
respo sibili .