



Rancho Santiago Community District Report on Faculty Diversity

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Prepared by:

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Interim Vice Chancellor, Human Resources

Rancho Santiago Community College District Report on Faculty Diversity

In early 2016, the Assistant Vice Chancellor of Human Resources met with the Chancellor to discuss faculty recruitment efforts and RSCCD's commitment to improving its rate of faculty diversity. Included as Attachment #1 to this report is a graph which was presented to the Board of Trustees showing the percentages of non-white full-time faculty hired for the fall 2014 and served as the basis for the discussion. While RSCCD had a reasonable percentage of hiring diverse faculty for 2014, it was clear that other districts were able to effectively recruit and hire larger percentages of diverse faculty in 2014.

After meeting with the Chancellor, the Assistant Vice Chancellor of Human Resources completely reviewed RSCCD's faculty hiring procedures with RSCCD's Recruitment Manager and a meeting was convened with the Chancellor to discuss these procedures and, in particular, agencies and sources, etc. where the district was placing information about faculty job opportunities.

RSCCD practices and procedures appeared sound. However, in an effort to improve RSCCD's faculty diversity, it was decided to contact a number of the colleges that had higher rates of success as indicated on the chart for 2014 to discuss their recruiting strategies. Of particular interest was Pasadena City College with a 76.7% rating which was the most exceptional by all measures of any other community college in the state. Also contacted were Rio Hondo College (49.2%), Citrus College (41.8%) and Santa Monica College (41.1%). Los Angeles CCD (51.4%) was not contacted because that district is so unlike any other district in the state with nine (9) separate colleges spread over an enormous area and wasn't comparable to RSCCD. Contact was made with the Human Resources Departments at the four (4) colleges indicated above to set up interviews with their key human resources personnel. Pasadena City College, Rio Hondo College and Santa Monica College all responded to the request to discuss faculty hiring practices. Citrus College never responded, even after repeated outreach.

Rio Hondo College

Staff first interviewed Ms. Yolanda Emerson, Director of Human Resources at Rio Hondo College. She indicated that when she became Director, their faculty diversity numbers were very low. However, the Board of Trustees took this on as a goal and she was given monetary and personnel resources to begin to change these numbers. She reported that the most important step was a change in the College Mission Statement that included the high value the district placed on diversity and embracing the idea that "Hiring the best faculty for the position" was important, but that diversity added a dimension to the educational experience that was essential to the community and the district. Ms. Emerson stated that she then proceeded to build a relationship with the Academic Senate with the purpose of having the Senate embrace the importance of faculty diversity and partnering with them to promote this in their hiring practices.



Subsequently, Human Resources and the Academic Senate put in place a practice that required all members of a faculty hiring committee be EEO/Diversity trained each time they serve on each committee. In addition, initially the requirement was put in place for placement of an EEO Monitor from Human Resources on each hiring committee. So, Human Resources did all the EEO monitoring on the faculty hiring committees. This practice was not sustainable and they now train all members of their management team to be EEO monitors. They do not allow faculty to serve as EEO monitors on faculty hiring committees. In addition to all the required training for committee members, the EEO monitor on each hiring committee must further advise and admonish the entire committee about what they can and can't do in the hiring process before the committee can begin screening applications.

Questions were posed to Ms. Emerson about the Rio Hondo College advertising budget and advertisement placements to insure as diverse a pool as possible. The list of Rio Hondo College advertisement placements was compared with the RSCCD list and the lists were nearly identical. Ms. Emerson also indicated that participating in the traditional job fairs did not produce much benefit, which is consistent with RSCCD's experience as well.

Finally, Ms. Emerson reported that "It took a lot of years to change the numbers. It will not happen overnight." She further reported that without the commitment of appropriate monetary and personnel resources, they would not have had the tools needed to make a difference.

Santa Monica College

Staff next interviewed Ms. Sherri Lewis, Dean of Human Resources for Santa Monica College. She reported that the Board of Trustees made a commitment to increase faculty diversity but that commitment included appropriate staffing for Human Resources and additional \$50,000.00 to augment their advertising budget. According to Ms. Lewis "this made a world of difference" which allowed her to "dig deeper into diversity in our hiring process."

Santa Monica College advertises in the same places that RSCCD does, but Ms. Lewis began working with the Academic Senate to involve faculty in helping find places to advertise. Through the faculty and their networking, the college has connected with graduate programs at many of the universities/colleges in their area and this has been very effective in recruiting recent graduates directly out of those programs. Also, faculty attend and network at conferences such as the Hispanic Association of Colleges and Universities or National Black Association, etc. and this has proven to be an effective recruitment strategy.

One unique strategy employed by Santa Monica College is that recruitment begins in August for the following academic year. This means that they are recruiting year round to staff for the following academic year.

Similar to what Rio Hondo College requires, everyone on the faculty hiring committee must participate in EEO training prior to serving on a committee to insure that the interview pool



is diverse. At Santa Monica College, once a screening committee is identified, the entire committee is brought together for a detailed training session. The EEO monitors are separately trained in addition to the committee training.

Finally, it is interesting to note that Santa Monica College has evidence that supports their belief that requiring two (2) letters of recommendations in the application process creates an artificial barrier for diverse candidates. They have stopped this practice and the number of diverse candidates applying for faculty positions has increased.

Pasadena City College

The final interview conducted was with Ms. Annette Loria, Executive Director of Human Resources at Pasadena City College (PCC). As illustrated in Attachment #1, in 2014 PCC had an astounding hiring rate of diverse faculty of 76.7%. There are numerous reasons for their success, but the most compelling factor is that they have allocated significant monetary and staff resources to support their recruitment effort. They have a substantial outreach effort which includes partnering with local four year colleges and universities to market to their recent graduate students. This includes having appropriate deans and lead department faculty directly making contact with the various departments within the four-year institutions and creating on-going relationships that they tap into to recruit for the department/discipline that is hiring.

Pasadena City College holds their own job fairs on the college campus which is heavily advertised to the surrounding community. At these on-site job fairs, the deans and faculty are available to meet with prospective applicants to answer questions about new faculty positions and encourage community members to apply. Workshops on how to write resumes, how to navigate the application process and how to interview are also conducted by the college. Again, these activities are all heavily marketed to their surrounding community, which is significantly diverse, and this results in a larger diverse applicant pool.

In addition, Pasadena City College participates in the Registry Job Fair and they sponsor a hospitality suite where the deans and faculty leadership promote the college and encourage prospective faculty members to apply.

All of these strategies allow for Pasadena City College to connect with their own community and/or promote the college to a broad-based diverse applicant pool.

Another area where Pasadena City College been aggressive is in the training of their EEO monitors and all the faculty who sit on the hiring committees. All faculty must go through EEO diversity training every two years. PCC conducts these training sessions every fall and spring semester and faculty members cannot participate in a faculty hiring process unless they are up to date with their training certification. This rigorous training requirement is outsourced to Liebert, Cassidy and Whitmore who conducts these training sessions twice a year.



In addition to the Liebert, Cassidy and Whitmore trainings, Pasadena City College has an on-going lecture/workshop program throughout the year. The spring 2016 semester training and lectures that were provided to the academic faculty and management team and also offered to anyone who wanted to attend is included as Attachment #2 to this report.

The institutional intention is to provide a systemic culture of inclusivity and diversity that reflects the community that they serve. This necessitated a commitment from the Board and President/Superintendent to promote and implement this institutional goal and provide money and staff resources to allow for the implementation of the activities described above.

Analysis

In the 2014 graph depicting the success percentages in hiring diverse faculty (Attachment #1), Pasadena City College, Rio Hondo College and Santa Monica College were shown as more successful than the Rancho Santiago Community College District. The purpose of contacting other institutions was to find out why this was occurring and what RSCCD could use as takeaways to better its success in attracting a more diverse pool of faculty applicants. All three of the organizations interviewed were adamant that change in this area took time and patience and that sufficient monetary resources were essential. Two areas became the focus for improvement:

1. More aggressive marketing strategies which allowed for extensive and direct interaction and recruitment within the diverse communities that each college served.
2. An aggressive cultural shift within the institution itself, which included significant changes in EEO/Diversity and cultural competency trainings. Not only were faculty expected to attend and be routinely trained in their roles and obligations on a hiring committee but they also were expected to participate in activities that promoted inclusivity and a more open perspective on diversity and inclusivity.

During the past two years (2015/2016 and 2016/2017) the RSCCD Human Resources Department has become more systematic in EEO monitor training and two or three sessions are held each academic year. RSCCD numbers have improved significantly in regard to hiring diverse faculty at both colleges and within the Continuing Education Division as well. Included as Attachment #3 of this report are the results of RSCCD faculty hiring for 2015/2016 (50%) and for the just completed 2016/2017 hiring (53%). While there is significant improvement since 2014, there are a number of things RSCCD can do to maintain and exceed its current rate of diverse hiring.

Recommendations

1. Human Resources should partner with the Academic Senates to put in place a program that includes connecting with departments at four year institutions for the express purpose of creating faculty-to-faculty relationships for marketing RSCCD faculty positions to their recent graduates.

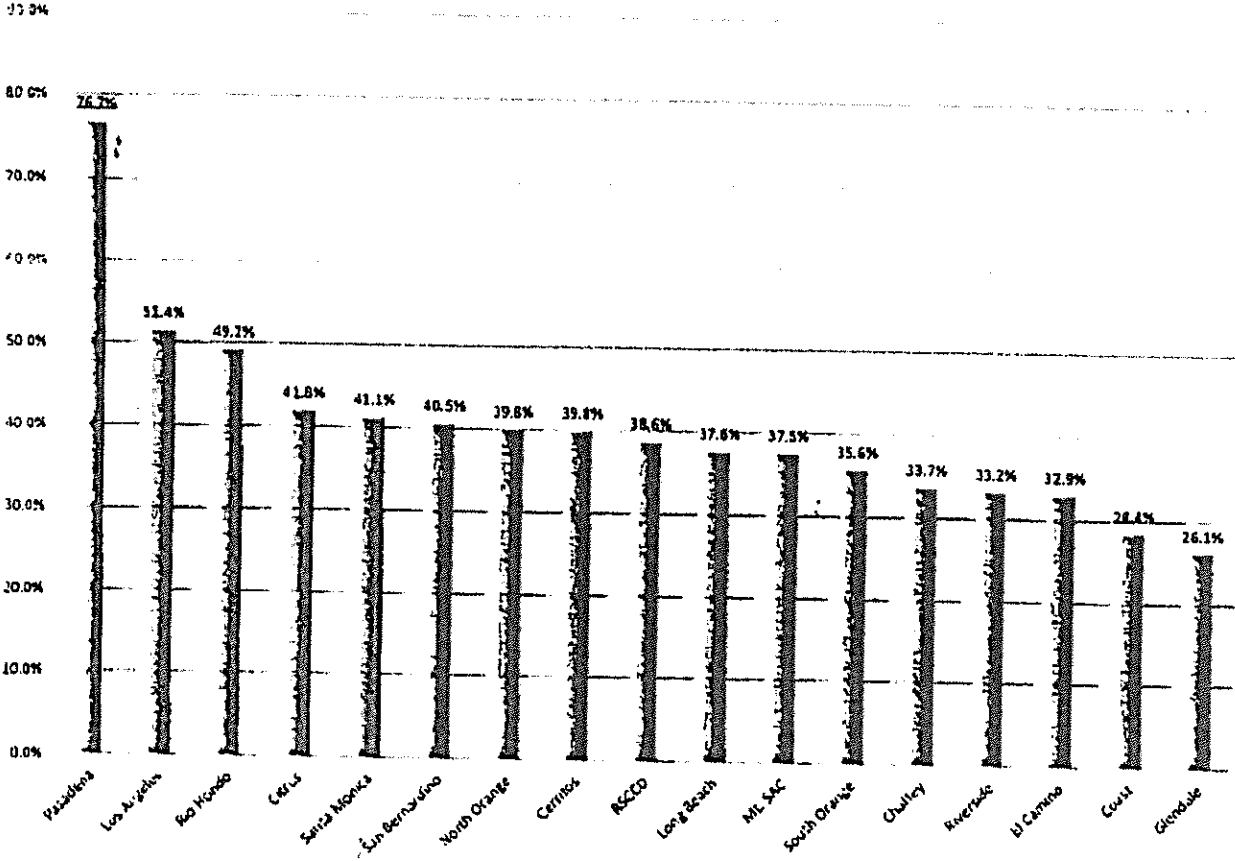


2. Consider holding job fairs on the college campuses, heavily marketed to the RSCCD community and staffed with the dean/faculty from each department/discipline who are hiring for that academic year. RSCCD should partner with the Academic Senates to begin a dialogue about the scope of this activity.
3. Consider having a lecture/training program similar to Pasadena City College, bringing professional speakers to the colleges to talk about the cultural, social, and psychological issues that are topical today and which have broad implications for faculty hiring and the shaping of the colleges and district. The Academic Senates are central to these discussions.
4. Consider a more intense and aggressive EEO/Diversity monitor training, ensuring that all employees who serve in this role are well trained and able to provide this vital leadership in the faculty hiring process.
5. Consider, as well, requiring all faculty who serve on a faculty hiring committee go through the same training as the EEO monitor, ensuring that all members of faculty hiring committee are equally responsible for delivering a fair and equitable screening and interviewing process.
6. Integrate training in cultural competency into the RSCCD Faculty Institute and all faculty orientations.

At least some of these recommendations will require additional funding and a significant institutional commitment. It is critical that the management team be trained and comfortable with articulating a consistent message of inclusivity and cultural competency to faculty and staff in our hiring process. The district has already made some adjustments to its hiring process in the area of EEO training; but, by incorporating some of the strategies used by other institutions, there is the opportunity for even more success in hiring faculty who more closely reflect the district's students and community.

Most recently Human Resources reviewed, rewrote, and re-rated the Manager of Employment Services position and created the new position of Director of Employment Services, Equity, and Diversity, consistent with what many other Districts have been doing around the state. This latter position includes job duties that include planning, organizing and providing leadership for programs and activities designed to foster a district climate of respect, equity, inclusion and diversity, which will then provide the foundation for conducting Screening Committee, Diversity, and EEO trainings. This updated position will help insure that the values of diversity and inclusivity are valued and promoted within the institution and are appropriately reflected in the district's hiring procedures, underscoring the RSCCD's belief that faculty diversity adds an important dimension to the educational experience and is an essential value for the students and community that we serve.

Full-time Faculty – Percent of Non-White Employees – Fall 2014



Chitlik, Judy

Subject: Faculty Diversity report

Hi Judy,

It was a pleasure speaking with you this morning regarding our faculty hiring practices and procedures. Both Juli and I were delighted to learn that Pasadena City College has the highest ranking in terms of faculty diversity. I look forward to receiving a copy of the report from you so that I may share with others at PCC. Here is also a list of the trainings on campus that have occurred or scheduled to occur this semester:

Diversity Training

Presenter: Diane Goodman
January 26 – February 1, 2016

Unintentional Bias

Presenter: Dr. Pedro Noguera
February 16, 2016

Criminalization of Youth and Incarceration

Presenter: Victor Rios
February 25, 2016

Faculty Hiring Committee Training

Cultural Competency in Questions and Evaluation

Presenter: Cris Cullinan
March 18, 2016

Entrepreneurship and Business in the Art world

Presenter: Jeremy Quant/RedDot
March 2016

Evaluating the course syllabi for equity

Presenter: Cristina Salazar-Romo
April 2016

Please let me or Juli know if you have any questions or need additional information, we are glad to help.

Annette
Interim Executive Director, Human Resources
Pasadena City College

New Hires 3 FY as of 7/27/16

FACULTY (Excluding CDC)

	FY 14/15		FY 15/16		FY 16/17	
	Total	Diverse	Total	Diverse	Total	Diverse
Selected/Hired	34	13	36	18	47	25
		38%		50%		53%

FACULTY (Including CDC)

	FY 14/15		FY 15/16		FY 16/17	
	Total	Diverse	Total	Diverse	Total	Diverse
Selected/Hired	34	13	43	23	51	28
		38%		53%		55%

MANAGEMENT

	FY 14/15		FY 15/16		FY 16/17	
	Total	Diverse	Total	Diverse	Total	Diverse
Selected/Hired	14	7	15	9	5	4
		50%		60%		80%