



Strategy #7: Increase Diversity in Hiring and Retention

To: Jeff Aird, VP for Institutional Effectiveness

From: Lisa Fowler, Interim Associate VP of People and Workplace Culture

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Executive Summary

Through PWC strategic work during Fiscal year 2022, we have increased diversity in faculty hiring and retention. Our efforts toward this successful outcome were focused on multiple initiatives, including REP, Search Advocacy, Recruitment changes, and orientation of new faculty.

Charge and Background

National research confirms that student success increases when students see their racial, ethnic and/or gender identity reflected in faculty and staff. Strategy #7 was chosen to increase our faculty diversity through recruiting efforts, rethink the hiring process with an eye toward diversity, and increase support of new diverse faculty.

Charges Assigned:

1. Improve diversity in hiring and retention, with a particular focus on faculty, including the continued development and expansion of the Racial Equity in the Professoriate (REP) program
2. Develop a proposal for incentivizing employees who act as search advocates
3. Research options and pilot an exit survey process for all employees to identify opportunities to improve retention and campus climate
4. Work with the Chief Diversity Officer and the EEC to include engagement, satisfaction, and other employee-level metrics on reporting and analysis they develop
5. Work with the Provost's office to develop expectations, metrics, and goals for increasing faculty diversity in programs and areas of study
6. Create a toolkit for deans and associate deans to assist in seeking out more diverse faculty hires
7. Engage internal and external stakeholders to ensure participation, collaboration, and clear communication.
8. Maintain internal communication with regular SharePoint updates on the work accomplished. This should include a minimum of three written updates per academic year.

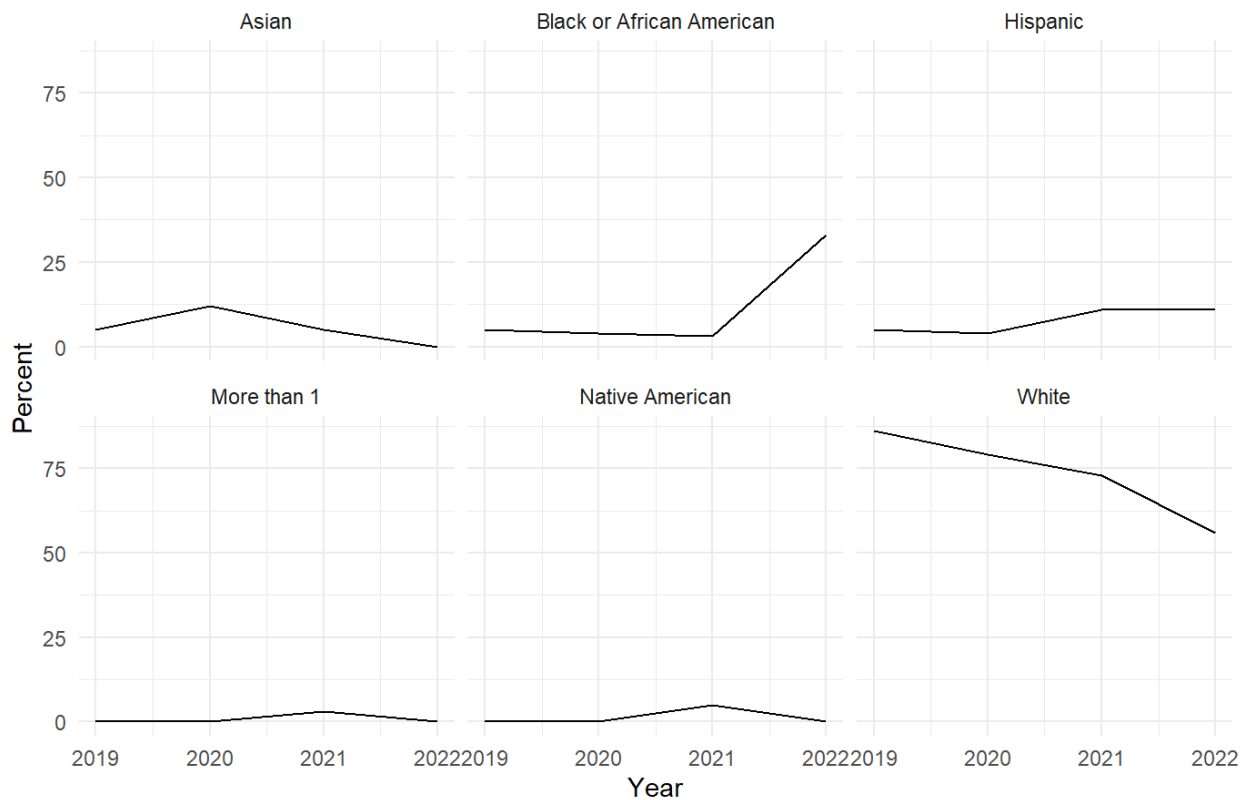
Approach

Because PWC had several initiatives already in progress that supported Strategy #7, this year we built on what we were already doing and added efforts where we saw gaps in our strategic work. Each initiative is summarized below under the corresponding charge.

Outcomes

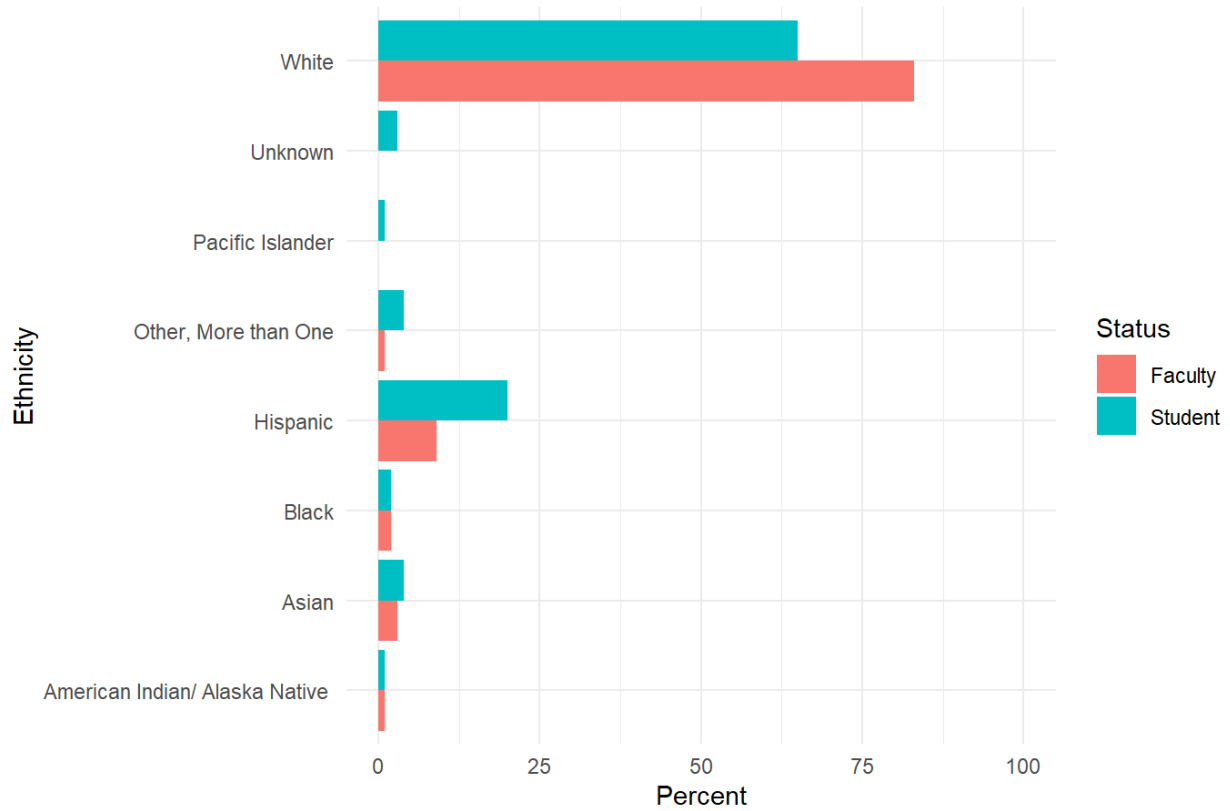
The following graph shows that over the last 4 fiscal years, diverse faculty hiring ratios have increased in comparison to white faculty hiring ratios, which have decreased. Although we cannot directly correlate our strategic work to the change, we can assume our work may have made a difference.

Faculty Hire Ratios by Ethnicity, 2019-2022



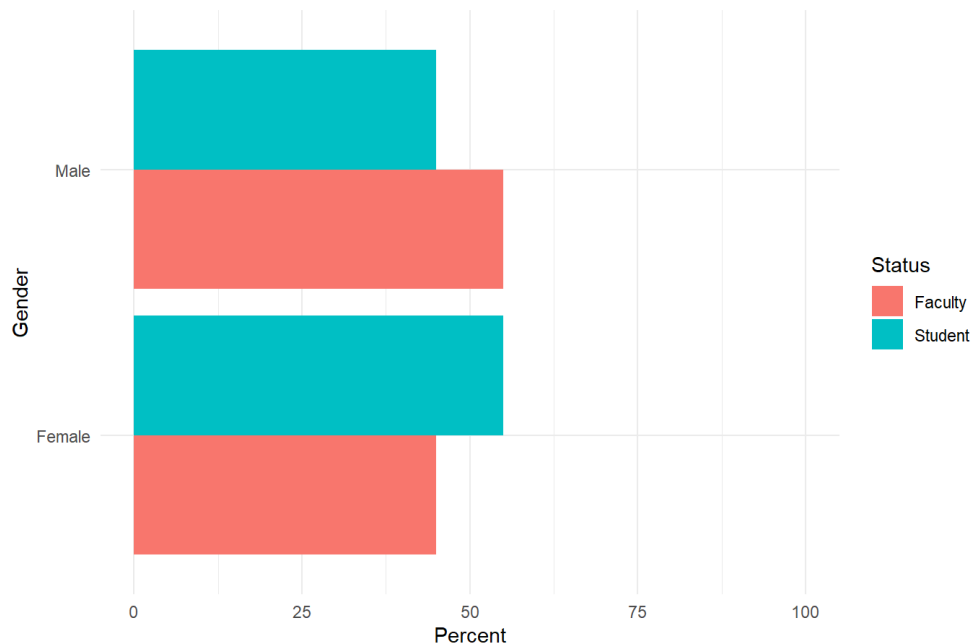
The following table shows the comparison of faculty demographics to student demographics. Our faculty ratios are close or equal to student demographics for Black, American Indian/Alaska Native, and Asian categories. The biggest differences are within our White and Hispanic populations, which indicates we need to focus our recruiting efforts on faculty who identify as Hispanic.

Faculty-Student Ratios by Ethnicity



The Gender demographics at the college show inverse relationships between male and female faculty and male and female students. The ratio differences are not dramatic, but we need to be aware of and track these ratios every year.

Faculty-Student Ratios, by Gender



Charge #1: Improve diversity in hiring and retention, with a particular focus on faculty, including the continued development and expansion of the Racial Equity in the Professoriate (REP) program.

Racial Equity in the Professoriate (REP)

The REP program places significant emphasis on preparing the SLCC community to support faculty of the global majority (FOGM) and building a cohort that provides strong mutual support for the new faculty. This program aims to increase racial equity in faculty at SLCC. We acknowledge the racial tax that most faculty of the global majority face in the professoriate, as well as the isolation that some may feel. The REP Program is designed to build a community of support that will be emotional, professional, and educational, and will incorporate release time for additional meetings, check-ins, and mentoring. There is also a summer component to help all new full-time faculty prepare their courses and participate in training that will support their transition to the SLCC community.

To ensure that adequate capacity and support is provided, the REP program is being implemented in phases. REP is in its first year and will evolve as we continue to develop and implement policies and practices that support the program's mission of racial equity in faculty representation. Phase 2 will involve more intentional recruitment and retention strategies, with additional support systems in place.

During this fiscal year, REP achieved the following outcomes:

- Transferred focus from Diverse Faculty Fellow program to REP. Diverse Faculty Fellow program is now managed by the Director of Faculty Services James Broadbent.
- Created phases to implement the REP program. Phase 1 has been accomplished.

- Assigned mentors (chosen among diverse faculty) to new diverse faculty who opted into the mentoring program. (Fall = 5 new faculty; Spring = 4 new faculty).
- Planned and hosted events for new diverse faculty with mentors and other diverse faculty in attendance.
- Developed coaching relationships with ADs to ensure that new diverse faculty receive the support they need.

Next steps for REP:

1. Collect qualitative and quantitative data to measure the effectiveness of Phase 1 of the REP program.
2. Determine course corrections from data analysis and implement them.
3. Fully implement the monthly REP meetings for professional development and community building.

Search Advocate Program

SLCC Search Advocates are trained search committee members who promote efforts to improve equity, diversity, and inclusivity within valid, evidentiary-based searches and hiring processes. Their preparation involves intensive training and continuing education to learn effective strategies to be an advocate on searches.

SLCC requires Search Advocates for the following positions: Faculty, Administrators (above Director level), Advisors (student-facing), Associate Deans, and Deans.

This year, we have increased the number of trained Search Advocates from 40 to 103 (83 staff/23 faculty) through our 2-day Search Advocate training, either in-person or online. We also hosted 7 Search Advocate Community of Practice professional development sessions this year on the following topics:

- Diversify Hiring Committee
- Job Description's
- Search Advocate Social
- I'm a SA, now what?
- Advocating for LGBTQIA
- Recruiting Candidates
- Self-Care and Advocacy

Next Steps for Search Advocacy:

1. Implement a Search Advocate Dashboard:
 - a. to track use of Search Advocates on hiring committees
 - b. to track Certification of Search Advocates through yearly required continuing education

2. Track the demographic data of hiring committee outcomes, comparing outcomes of search committees with and without search advocates.

Recruitment and Candidate Experience

Recruiting through messaging: PWC is committed to “people-centered workplace, student-centered classrooms.” In order to share this commitment with applicants and to motivate them to apply, we updated two recruitment webpages to: have more inclusive language and photos, signal positive and enthusiastic messages, highlight our values, benefits, community, and commitment to equity and inclusion, and identify the benefits of living and working in Utah. Please see the updates at:

Applicant Portal: <https://jobs.slcc.edu/>

Working at SLCC Page: <http://www.slcc.edu/jobs/>

LinkedIn Recruiting: Additionally, PWC focused our efforts on recruiting by posting priority positions on LinkedIn. With 11 slots for posting, we limited our postings to administrative and faculty positions. Through our LinkedIn account, we send InMail messages to qualified individuals with LinkedIn accounts to encourage them to apply. Last calendar year, LinkedIn reported that we had an average of 187 clicks per month on our “apply now” button.

Onboarding for faculty: Faculty development partnered with Employee Experience to offer new faculty resource fairs in August and December 2021 for new faculty orientations. Additionally in this program, new adjunct and new full-time faculty participate in cohort meetings monthly during fall and spring semesters, with training in both professional development and college resource information.

H1-B Visas: Because the College values inclusivity, community, and integrity, we want to encourage all hiring departments to consider the opportunities that are available to assist in diversifying our employees and faculty through H1-B sponsorships. This year, PWC established best practices for hiring full-time faculty who require visa sponsorships through H1-B Visas. We created an information page for hiring managers to guide them in the sponsorship process. Link:

<http://i.slcc.edu/culture/hr/docs/faculty/h1b-visa-and-non-us-citizen-applicants-faq.pdf>

As of Spring 2022, SLCC sponsors 2 full-time faculty with H1-B visas and is supporting petitions for 2 others.

Next Steps for Recruitment and Candidate Experience:

1. Continue to work on messaging, including job description drafting
2. Capture data regarding which hires were recruited through LinkedIn

Diverse Faculty Fellows (DFF) Appointments

James Broadbent, PWC Director of Faculty Services, working with the Provost’s office, managed two Diverse Faculty Fellows appointments this fiscal year. The faculty were placed in a non-tenure track Assistant Professor position for a total of 3 years, after which they can apply for open positions in the

departments.

Diverse Faculty Fellows # Appointed/# Hired

	# appointed	# subsequently hired	% hired
2018	4	3*	75%
2019	3	3	100%
2020	1	1	100%
2021	2	NA^	

*One DFF was not hired because they chose to pursue a Ph.D instead

^ These two appointed faculty are not eligible to apply for hire until 2024 or if there are position openings at the college.

For the last two years, the yearly hire rate is 100%. In 2018, one candidate chose to pursue a Ph.D. instead of applying to continue to work at SLCC.

Next steps for DFF:

1. PWC should continue to support this initiative and train ADs about this option.

Charge #3: Research options and pilot an exit survey process for all employees to identify opportunities to improve retention and campus climate

PWC opted to create an online exit survey that the employee could complete quickly and in writing. The draft of the exit survey is ready for review by stakeholders before we enter the pilot phase.

Challenges and Limitations

This year there has been a significant turnover in the PWC leadership who were responsible for the planning and implementing these initiatives. With a new AVP and SR. PWC Director, and assessment findings for PWC, we are excited to move forward with strategic focus during this next fiscal year.

PWC staff have worked diligently on these strategies, and their efforts have produced carefully designed programs. However, we do not have data collection processes in place to evaluate the effectiveness of these initiatives. Real time data capture will be essential to measure the effectiveness of our efforts.

Recommendations

Going forward, PWC has the following recommendations:

1. Expand the diversity fellowship program to include administrators and not only faculty, to help increase diversity throughout the College.
2. Implement phase 2 of REP.
3. Build methods of tracking outcome data on PWC hiring and retention efforts.
4. Implement exit surveys for full-time and part-time employees.