

Executive Summary

- At SLCC, we have focused goals around our student achievement and success, and we believe that continuing to diversify our faculty and staff – and retaining those hired – are essential steps to this success.
- During 2020-2021, multiple efforts were undertaken to advance Strategy #11 in support of our strategic goals
 - Hire to provide additional support for key programs
 - Review faculty hiring processes, recommend and implement changes
 - Update to approach for Search Advocate
 - Actively reflect on and begin redesigning our hiring efforts around faculty of the global majority
 - Design efforts to explore, examine, and work towards welcoming culture for all hired more closely
- People & Workplace Culture’s methodology is founded on stakeholder consultation and exploring where we can learn from the experience of others to improve process and experience, using data and feedback to inform our process improvement and people experience.

Charge and Background

- Double the number of diverse faculty hires. (College-wide goal, not a goal for PWC alone)
- Redesign the diverse faculty fellows program based on the lessons learned from the initial program. Hire a program manager and re-launch in Spring 2021.
- Integrate the search advocacy program further upstream in the hiring process. Make their contribution a systemic part of hiring. Conduct a pilot of this with an area of the college and report on results.
- Assess institutional performance under this strategy. Working with the data science and analytics office, identify and analyze key metrics and how they align to the larger institutional goals.
- Identify and present critical, strategic decisions that must be made by College leadership to successfully implement the strategy. Please surface these with me so that we can schedule a time to discuss in cabinet or SLT meetings.
- Engage stakeholders to ensure participation, collaboration, and clear communication.

- Maintain the internal communication with regular updates on the work accomplished. This should include a minimum of three written updates per academic year.

* NOTE: This strategy report is being written during the faculty hiring timeframe, so there are not currently statistics on the results of the faculty hiring for the 2021-2022 academic year.

Challenges and Limitations

- Complexity of recruitment processes; identifying where we can streamline without negatively impacting hiring
- Additional Challenges and Limitations are outlined in each specific approach

Approach

See individual reports for details. There are three appendices and a full report that provide additional details. Appendix A covers the Search Advocate program; Appendix B covers the Faculty Hiring Redesign; and Appendix C covers the Racial Equity in the Professoriate program.

Results

2019-20 FT Faculty Hires		
Male	20	57.14%
Female	15	42.86%
Total	35	
Race		
White	28	80.00%
Hispanic/Latinx	4	11.43%
Asian	2	5.71%
African	1	2.86%
Total	35	
Total People of Color	7	20.00%

**Note: July 2019 - June 2020*

2020-2021 FT Faculty Hires*		
Male	13	39.39%
Female	20	60.61%
Total	33	
Race		
White	23	69.70%
Native American	3	9.09%
Asian	2	6.06%
African American	2	6.06%
More than 1	3	9.09%
Total	33	
Total People of Color	10	30.30%

**Note: July 2020 – June 15, 2021*

Recommendations

- Consider specific goals to aid in strategic objectives; for example, consider adding Spanish language as a minimum or preferred qualification in all areas identified by the Emerging HSI Task Force and other strategic efforts
- Invest resources in specific programs to aid in expansion (e.g. Racial Equity in the Professoriate)
- Consider incentives/recognition of search advocates to acknowledge their effort and retention of their talent and focus
- Invest in an exit survey process for all employees to identify opportunities to improve retention and campus climate
- In coordination with Data Science & Analytics and Chief Diversity Officer consider expanding metrics beyond hiring statistics to include exit survey, Climate Survey, Engagement Survey, and other relevant data sources to create a regular dashboard or report of experience to focus college and PWC efforts.

Appendix A:

Search Advocate Program

The Search Advocate program is continuing to evolve, including focusing hiring to enhance talent and expertise to continue to expand the program and to engage our College community in our efforts to diversify our hiring efforts. Below outlines details on the efforts during the 2020-2021 year.

- Designed a comprehensive online training in Canvas:
 - 30 enrolled in the course
 - Target to have all participants complete by June 2021 with specific emphasis on faculty advocates
- Hired Coordinator, Equity, Diversity & Inclusion (Charlen “Cha” McNeil) to Coordinate the Search Advocate program, facilitate EDI trainings, and work with employee resource groups.
- Completed listening tour to gain feedback:
 - Current Search Advocates requested:
 - Create Hiring Manager training
 - Create an FAQ for Search Advocates
 - Create online credential for SAs
 - Create dashboard to improve efficiency of matching (I.e. avoid using same SAs on multiple searches)
 - Develop a list of JEDI question for interviews
 - Increase support for SAs making recommendations on the job descriptions, screening, recruitment, etc. through Community of Practice sessions.

Challenges and Limitations

Search Advocate Challenges:

1. Search Advocates are still not involved at the early stages of hiring before the job description is being developed.
2. Hard to recruit more Search Advocate given the large amount of time required for staff and faculty to participate on search committees.
3. Hiring Managers often do not understand the role of the Search Advocate fully.
4. Lack of faculty Search Advocates for the number of faculty searches required.

Recommendations

1. Increase options for training, compensating and incentivizing Search Advocates
 - a. Continue online delivery fall 2021 then pivot to hybrid delivery in Spring 2022
 - b. Create Hiring Manager Training with HR partners for summer 2021
 - c. Develop list of incentives for SAs (i.e. wellness incentives, financial incentives, etc.)

2. Recruit at least one Search Advocate from each department & division at Convocation
 - a. Promote throughout the summer
 - b. Ask each VP, AD, Director, etc to send people to training

3. Continue to provide training and support through Community of Practice sessions:
 - a. Diversify Your Search Committee
 - b. Writing the Job Description
 - c. Implicit Bias
 - d. How to Advocate During a Search

Appendix B:

Faculty Hiring Review & Redesign

With the goal to double our diverse hires, we needed to look at where our processes (from pre-recruitment to post-recruitment and first year experience) were creating roadblocks to hiring and/or welcoming for our new faculty. The effort was divided in to four phases, with consultation of stakeholders throughout the project to ensure we were able to reduce pain points and here where there are/were opportunities for improvement.

- The Redesign committee charge was to review all aspects of faculty hiring through the lens of increase diversity hires and better alignment with SLCC's culture. The areas of focus:
 - Pre-Recruitment (Fall 2020)
 - Pre-Interview (Fall 2020)
 - Candidate Experience
 - Post-Recruitment and Faculty First Year Experience.

- The committee mapped out current process including:
 - Generating the Position Requisition to Posting and Recruiting
 - Steps to initiate Position Requisition
 - Associate Dean and Faculty Department review of position
 - Make up of a diverse committee
 - Integrating the Search Advocate at the genesis of reviewing position descriptions.
 - Approvals for new and replacement requisitions.
 - Transition of requisition to posting and recruiting and where does SLCC advertise?
 - Search Committee Procedures and Screening
 - Assess current screening methods and timing issues
 - How current process include or exclude candidates
 - Roles of the Search Advocate, committee members, Hiring Manager in mitigating biases.
 - Extending the Offer
 - Process of background and reference checks
 - Determining salary placement of candidate
 - Letter of Appointment
 - Relocation reimbursements
 - Orientation and First year experiences

- The committee met with key stakeholders
 - Dean and the Associate Dean Councils
 - Focus Groups

- Recent faculty hires
 - Senior faculty members, Associate Deans, and Deans.
- Requested support and approvals for the following recommend changes, which are currently being utilized in faculty hiring.
 - A Search Advocate is an integral part of the committee for all Faculty search Committees and is assigned when reviewing the job description.
 - Academic deans now have approval rights for all replacement faculty positions.
 - Internal Search Process for Faculty Positions
 - Academic deans may allocate up to a percentage of full-time tenure hires be internal searches to fill faculty positions. Internal adjunct faculty and staff could be a great source of full-time faculty and this could be a promotion program.
 - To strengthen SLCC’s culture and in recruiting the best faculty for our students, we recommend a focus of the College Vision, Mission and Values be applied to the recruiting and screening process of the faculty candidates. The search committees should incorporate SLCC values when developing screening criteria and evaluation of candidates through supplemental questions, asking behavioral type questions, and/or scenarios
 - If there are 5 or fewer applicants in the pool that meet minimums, then the search committee can move directly to interviews without the paper screening.
 - Created a library of
 - Recommended Behavioral Interview Questions
 - Recommended Diversity and Inclusion Questions
 - Recommended Mission, Vision, and Values Questions
 - Developed Timelines and Milestones for search committees to hire within 5 weeks

Challenges and Limitations

Faculty Redesign Challenges:

1. The scope of the project being encompassing of the faculty hiring process, the mapping of all internal processes, and the impacts of these process on external departments.
2. Identifying what need to be changed in the redesign.
3. The combining of multiple handbooks and resources into one document.
 - a. Diversity Resource Hiring Guide
 - b. Search Advocacy Program
 - c. Search Committee Templates/Document
 - d. The Faculty Search Committee and Hiring Handbook.

Recommendations

The recommendation is to continue the redesign into a 2nd phase. This phase expands the integration of diversity hiring further into the process through addressing issues that were raised within the focus groups and discovered through the redesign:

- An online faculty hiring toolbox including
 - a dedicated section for each of the hiring steps.
 - All screening templates and resources
 - Important considerations for each step
 - Library of recommended questions
 - What can faculty do to promote the position within their personal and professional networks
- Faculty recruitment and hiring webpage
 - Promote SLCC College as a premier place to teach
 - Employee branding
- Continue to assess how PWC can better support associate deans and deans through the process, i.e reports, extending offers, promoting SLCC culture, campus tours, networking, one place for all AD resources, etc.
- Expand pilot efforts, where resources allow and consider requiring some elements. (Demographic review pre-screening, use of statement focused on inclusion with substantial weight in screening, inclusion of a search advocate and outside of department faculty member on searches, etc.)

Appendix C:

Diverse Faculty Fellows (DFF)

The Diverse Faculty Fellows program was created to recruit faculty of the global majority (FOGM) and increase diversity in SLCC faculty. The DFF program ran from 2018-2021 with 9 faculty fellows participating. During 2019-2020, focus groups and feedback indicated the need for a deep redesign of the program, and the decision was made to invite current and previous fellows to be leaders in the future of the program. Program management would reside within People & Workplace Culture and specifically the Faculty Development & Transformational Educational Initiatives team.

Starting in Fall 2020, Dr. Juone Kadiri and Whitney Harris were asked to redesign the DFF program to be a more effective and inclusive program for faculty. During the redesign process, Dr. Kadiri and Whitney Harris collected data from DFF participant experiences, researched similar programs across the country, and met with SLCC colleagues to gather historical context and feedback on strategies for improving the DFF program. Dr. Kadiri and Whitney Harris met with senior leadership four times during fall and spring to discuss senior leadership roles, institutional support, and messaging for academic departments.

The program was renamed Racial Equity in the Professoriate program (REP) to center race as the focus of this diversity effort. The program places significant emphasis on preparing the SLCC community to support FOGM. The REP program has a critical emphasis on the whole process from recruiting to retention, with an emphasis on the well-being and support of faculty of the global majority, a focus on changing institutional culture to be more inclusive, and embedding racial equity throughout the College.

The following key components are now underway in preparation for the rollout of the first phase of the REPP program:

1. Rollout of REP program to the college community
2. An earlier start date for new faculty to work on preparing Canvas courses, complete trainings (i.e. Canvas, onboarding and other required trainings), EITP, and community building activities.
3. Mentorship program with new REP faculty and current faculty of the global majority
4. Assistant professors will be hired given reassigned time to embed racial representation and development opportunities throughout the college, while building community.
5. Reconciliation groups for all involved with the DFF program.

Phase 2 of the REP program roll out will include focused recruitment and continuing to build the programming and support for FOGM while working to advance the welcoming culture within departments and the College.

Challenges and Limitations

DFE Redesign Challenges:

1. Communication lines between the DFE redesign (REP) team and senior leadership were not clearly established initially, including timeline expectations, clarity of senior leadership roles in the redesign process, and who/how to access answers to key questions in the process.
2. There continues to be lack of clarity in how each senior leadership member will support the REP program.
3. While the rollout of the REP program is underway, there has not been sufficient acknowledgement of the emotional labor and cost to the REP program designers, or sufficient value placed on the lived experiences of the designers.
4. The REP program needs institutional support from staff/faculty with expertise in the area of racial equity, which requires ongoing capacity of racial equity education for SLCC employees and senior leadership
5. The phase 1 rollout of the REP program is still underway with little messaging to academic departments – this makes the summer start date for the REP cohort more challenging.

Recommendations

1. Collaborate with the faculty redesign team and search advocates more closely to examine and expand our current diversity hiring practices at the departmental and institutional level.
2. Enhance marketing and messaging about the REP program across the institution, especially academic departments.
3. Review and revise job descriptions and requirements to ensure equity is embedded prior to posting.
4. Year-round monthly meetings with the senior leadership team to ensure clear communication lines, improve processes, and effectively prepare for the rollout of REP phase 2.
5. Ongoing research and development of best practices & equitable recruitment and retention tools to support faculty of the global majority.
6. Hire faculty of the global majority at the appropriate rank
7. Ongoing support and training for deans and ADs to follow progress of REP faculty.