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PART-TIME/ ADJUNCT FACULTY HIRING TOOLKIT

In Fall of 2017, the faculty of the California Community Colleges was made up of 18,742 tenure-line faculty and 40,233 temporary faculty[1] members. That means 68% of faculty in the CCC system are in temporary, adjunct positions. The ultimate goal of this toolkit is for the faculty within community colleges to mirror the racial/ethnic identities of the student population they serve and engage in equity-minded classroom practice. As the system is composed of a large majority of part-time faculty, these instructors have an essential role to play in ensuring equitable outcomes for students from racially minoritized backgrounds. The following toolkit compiles research on adjunct faculty in community colleges, models an inquiry tool for mapping how bias may be affecting part-time hiring processes, and concludes with suggestions on how institutions may approach issues of equity in part-time faculty hiring as well as transitioning equity-minded, racially minoritized adjunct faculty into full-time positions.

Why study adjunct[2] faculty?

- Adjunct faculty teach approximately 58% of courses in community colleges nationally (Center for Community College Engagement, 2014; Bakley & Brodersen, 2018).
- At many community colleges in the U.S., part-time faculty teach the bulk of remedial courses (Gerlaugh, Thompson, Boylan & Davis, 2007).
- Temporary faculty are more likely to teach students with the greatest levels of academic support needs; as a result, tenure line faculty have greater input over their courses (Contreras, 2017).

Further Reading

Center for Community College Engagement. (2014). Contingent commitments: Bringing part-time faculty into focus. Retrieved from https://www.ccsse.org/docs/PTF_Special_Report.pdf

Gerlaugh, K., Thompson, L., Boylan, H., & Davis, H. (2007). National study of developmental education II: Baseline data for community colleges. *Research in Developmental Education, 20*(4), 1–4.

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[1] California Community College Chancellor's Office MIS Data Mart

[2] A note on terminology: while adjunct, part-time, temporary, and associate are all terms used to describe faculty outside of tenure lines in the California Community College system, we choose to use both the term adjunct and the term temporary to emphasize the contingent nature of this group of higher education practitioners and encourage a conversation around more equity-minded hiring practices for these faculty members within the system.

What do we know about adjunct faculty demographics in California?

The majority of Latinx in faculty positions in the California Community College system are seen in the temporary pool of instructors (Contreras, 2017).

California Community College Temporary Faculty, 2015

	Employee Count	Employee Percent
Academic, Temporary Total	42,325	47.50%
African-American	2,125	5.02%
American Indian/Alaskan Native	280	0.66%
Asian	4,280	10.11%
Hispanic/ Latinx	5,503	13.00%
Multi-ethnicity	420	0.99%
Pacific Islander	258	0.61%
Unknown	3,274	7.74%
White Non-hispanic	26,185	61.87%

Further Reading

Adapted from California Community College Data Mart. Found in Contreras, F. (2017). Latino faculty in Hispanic-serving institutions: Where is the diversity? *Association of Mexican American Educators Journal*, *11*(3), 223–250.

What is AB 1725 (also known as the 75/25 ratio)?

- AB 1725 stipulates that "at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors" (AB 1725, §87482.6, 1988).
- Some administrators have described this as being more of an internal pressure to hire more full-time faculty that is not regulated by the chancellor's office (McNair & Hebert-Swartzer, 2012). Administrators stated that absence of penalties "weakened the legislation and did little to move toward the goal of hiring more full-time faculty," (McNair & Hebert-Swartzer, 2012, pp. 265-266).

Further Reading

AB 1725, Vasconcellos, California Community Colleges. (Stats. 1988). Amendment to the California State Education Code: Ch. 973, x1–72.

McNair, D. E., & Hebert-Swartzer, C. (2012). Faculty hiring mandates: A cautionary tale. *Community College Journal of Research and Practice*, *36*(4), 262–268. https://doi.org/10.1080/10668926.2012.637862.

How involved are part-time community college faculty in institutional decision-making?

- Ott & Dippold (2017) reported faculty participants had very low levels of inclusion in decision-making. Their respondents reported having "negligible input" into academic-related domains such as student advising, admission, course formats, and programs of study. Respondents claimed that their voices were missing from college-wide goals and policies and this sends the message that input of part-time faculty is not valued (Rhoades, 1996). One of their respondents stated "there is NO collegial exchange or engagement about my role or the value I bring to my department," (Ott & Dippold, 2017, p. 3).

- Part-time community college faculty reported a high priority in wanting to be involved in decision-making related to existing courses, teaching, and interacting with students (Ott & Dippold, 2017). They stated that part-time faculty involvement in decision-making should be implemented but not as free labor.

Further Reading

Ott, M., & Dippold, L. (2017). Part-time faculty involvement in decision-making. Community College Journal of Research and Practice, 8926(May), 1–4. https://doi.org/10.1080/10668926.2017.1321057

Rhoades, G. (1996). Reorganizing the faculty workforce for flexibility: Part-time professional labor. The Journal of Higher Education, 67(6), 626–659. doi:10.2307/2943815

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What do the hiring and reward processes look like for adjunct faculty?

- There is often no teaching demonstration when hiring adjunct faculty because of the belief that teaching can be evaluated during the semester and need not be rehired next semester (Smith Morest, 2015). Part-time faculty are generally hired by department chairs who also may serve as the managers of adjunct faculty (Smith Morest, 2015).
- Evaluation of adjuncts is also generally carried out by department chairs; this suggests that assessment of adjunct faculty would require "new, potentially burdensome structures," (Smith Morest, 2015, p. 32).

Further Reading

Smith Morest, V. (2015). Faculty scholarship at community colleges: Culture, institutional structures, and socialization. *New Directions for Community Colleges*, *171*, 21–36. https://doi.org/10.1002/cc

How do adjunct faculty feel about their part-time status?

- Adjunct faculty interviewed by Bakley & Brodersen (2018) contend that they do not feel they are treated like a professional. For some of the respondents, being undercompensated for time and energy contributed to feeling de-valued and they described the position as demeaning.
- Adjunct faculty feel like insiders yet outsiders with full-time faculty (Bakey & Brodersen, 2018). Respondents felt that support from full-time faculty was not genuine or freely given.

Further Reading

Bakley, A. L., & Brodersen, L. A. (2018). Waiting to become: Adjunct faculty experiences at multi-campus community colleges. *Community College Journal of Research and Practice*, *42*(2), 129–145. https://doi.org/10.1080/10668926.2017.1279090

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Mapping Part-Time Faculty Hiring: Creating a Pool

The following maps look at part-time hiring processes through an equity lens and provide search committees and HR professionals language and inquiry questions to bring about change. By first convening committees to look at these processes through an equity lens, campus leaders can structure conversations that lead to better data collection and race-conscious practice in part-time hiring.

Step 1: Announcement Distributed

Equity-Minded Inquiry Questions

Is HR posting the announcement on sites that deliberately recruit candidates from racially minoritized backgrounds? If not, why not? Are funds available to post on diversity-focused sites?

Step 2: Minimum Qual. Determination

Equity-Minded Inquiry Questions

Do potential candidates know the minimum qualification to teach at a CCC is a Master's Degree? Do announcements have specific language around equity-minded competencies and the importance of candidates that represent students' identities?

Step 3: Interview Offered

Equity-Minded Inquiry Questions

Collect data to ensure that those who interview share the proportional representation of all who met minimum qualifications. If this is not the case, convene a committee to investigate why.

Step 4: Interview Stage

Equity-Minded Inquiry Questions

Is there an EEO representative and/or equity advocate on the committee that interviews part-time candidates?

Step 5: Interview Stage

Equity-Minded Inquiry Questions

What interview questions are used? Has the department chair for the pool been provided sample equity-minded interview questions? Is a teaching demonstration part of the process? If not, why not?

Step 6: Hire Completed

Equity-Minded Inquiry Questions

Collect data to ensure that those who are hired share the proportional representation of all who met minimum qualifications. If this is not the case, convene a committee to investigate why.

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Mapping Part-Time Faculty Hiring: Emergency Hires

Step 1: Call for Applicants

Equity-Minded Inquiry Questions

Where is the department chair sending the call? Is the college building active, diverse networks beyond the department chair's own social/professional background to broaden the reach of the call?

Step 2: Minimum Qual. Determination

Equity-Minded Inquiry Questions

What is difference in regards to racial/ethnic demographics between the candidates in the pool process versus the emergency hire process at this stage? Is the emergency hiring process producing a less diverse pool of candidates? If so, why might this be?

Step 3: Interview Offered

Equity-Minded Inquiry Questions

Who is conducting the interview? If only a department chair is available, have all department chairs been trained as equity advocates?

Step 4: Interview Stage

Equity-Minded Inquiry Questions

What scoring rubric, if any, is being used? Provide department chairs with equity-focused rubrics if no rubric, or a traditional rubric, is being used.

Step 5: Interview Stage

Equity-Minded Inquiry Questions

What interview questions are used? Has the department chair for the pool been provided sample equity-minded interview questions? Is a teaching demonstration part of the process? If not, why not?

Step 6: Hire Completed

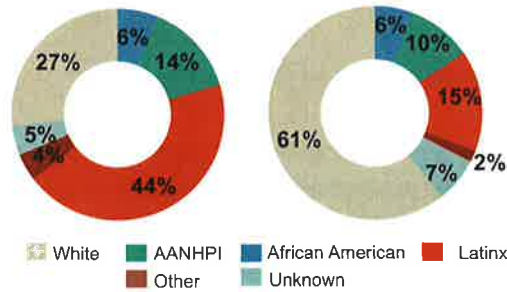### Equity-Minded Inquiry Questions

Collect data to ensure that those who are hired share the proportional representation of all who met minimum qualifications. If this is not the case, convene a committee to investigate why.

Next Steps for Improving Equity in Part-Time Faculty Hiring

1. Collect Local Data on Part-time vs. Full-time Faculty Demographics

While statewide data show that part-time and full-time faculty demographics are nearly identical (see Figure 1), your local data may be different. If your institution has a larger representation of African American, Asian/Pacific Islander, Native American, and Latinx faculty in part-time positions, this presents an opportunity for building equity into full-time faculty hiring. Part-time faculty from minoritized racial/ethnic groups can engage in professional development and mentoring structures to build equity-minded competence in their teaching practices and enhance their chances to transition into full-time positions as they become available.

STUDENT ENROLLMENT VS TENURED FACULTY

Enrollment chart: 27% White, 6% AANHPI, 14% African American, 44% Latinx, 4% Other, 5% Unknown

Tenured Faculty chart: 61% White, 6% AANHPI, 10% African American, 15% Latinx, 2% Other, 7% Unknown

Legend: White, AANHPI, African American, Latinx, Other, Unknown

STUDENT ENROLLMENT VS NON-TENURED FACULTY

Enrollment chart: 27% White, 6% AANHPI, 14% African American, 44% Latinx, 4% Other, 5% Unknown

Non-Tenured Faculty chart: 60% White, 5% AANHPI, 11% African American, 13% Latinx, 2% Other, 9% Unknown

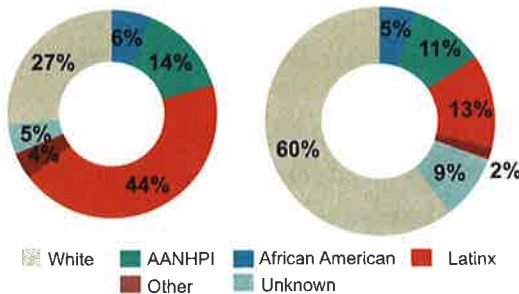Legend: White, AANHPI, African American, Latinx, Other, Unknown

Figure 1: California Community College Data: Student Enrollment vs. Tenured and Non-Tenured Faculty. See the Campaign for College Opportunity's *Left Out* Report, released March 2018.
https://files.acrobat.com/a/preview/050565f2-1ce9-485c-af4f-ec18cdfc8046

2. **Build Equity-Minded Mentoring Structures**

Just as we encourage community colleges to create mentoring programs to help master's degree students from racially minoritized backgrounds at local CSUs to transition into community college positions, so too can community colleges create opportunities for part-time faculty to work with full-time faculty mentors. It is important to involve full-time faculty mentors who are invested in equity and committed to culturally competent mentoring practices. Full-time faculty mentors may observe part-time faculty teaching, write letters of recommendation, and help part-time faculty build social capital in their institution and in the CCC system.

3. **Demystify the Hiring Process**

Consider creating or enhancing professional development opportunities that demystify the full-time hiring process. Campuses can provide opportunities for part-time faculty to write cover letters, revise CVs or resumes, and do mock interviews.

4. **Shift from Diversity Language to Racial Equity Language**

Consider how your campus is defining diversity and build professional development and leadership modeling around equity language. Diversity is not always the best lens to bring about equity in faculty hiring, particularly when hiring committees believe that racial/ethnic diversity need not be emphasized or specified over other kinds of diversity (gender, age, etc.). Equity demands the monitoring of demographic data at the beginning, middle, and end of hiring processes minimize the impact of racial bias on hiring decisions. While higher education professionals may feel more comfortable talking about gender, class, or age-based discrimination, the issue of racial bias in hiring is particularly vexed due to national and statewide myths around affirmative action, Proposition 209, and other race-based policies. For this reason, campus leaders need to model productive ways to discuss equity in faculty hiring and provide opportunities for search committees to question their language beliefs about race.

5. **Provide Opportunities for Leaders to Learn How to Combat Hiring Myths**

All equity in faculty hiring work should begin with data. Campuses need to know the state of racial equity for students and faculty at their institutions. Often, myths around hiring faculty of color can be particularly pervasive and discriminatory. Some myths that we have heard often in our work include: there aren't enough qualified candidates from racially minoritized backgrounds; all of the qualified candidates of color already have jobs at 4-year universities; part-time faculty are less qualified than full-time faculty; the objective nature of the hiring process precludes increasing faculty diversity; the only thing we can do to diversify community college faculty is to increase the diversity of the graduate student pool; and/or our department is already diverse. The resources in this toolkit can help combat these myths, but campus leaders and search committee members must also be well-informed with their local data and prepared to respond in the moment when myths or unverifiable beliefs are influencing campus policies or hiring decisions.

CORE CONCEPTS OF RACIAL EQUITY

Equity is defined as "the state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept.

Systematic equity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.

Inclusion is the action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging.

Racial justice is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity — goes beyond "anti-racism." It's not just about what we are against, but also what we are for. A "racial justice" framework can move us from a reactive posture to a more powerful, proactive and even preventative approach.

Race is a socially constructed system of categorizing humans largely based on observable physical features (phenotypes) such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories. The ideology of race has become embedded in our identities, institutions and culture and is used as a basis for discrimination and domination.

The concept of **racism** is widely thought of as simply personal prejudice, but in fact, it is a complex system of racial hierarchies and inequities. At the **micro level of racism**, or individual level, are internalized and interpersonal racism. At the **macro level of racism**, we look beyond the individuals to the broader dynamics, including institutional and structural racism.

Internalized racism describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing negative messages about oneself or one's racial group. For white people, internalized privilege can involve feeling a sense of superiority and entitlement, or holding negative beliefs about people of color.

Interpersonal racism is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias — whether intentionally, visibly, verbally or not — we engage in interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.

Institutional racism is racial inequity within institutions and systems of power, such as places of employment, government agencies and social services. It can take the form of unfair policies and practices, discriminatory treatment and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers compared to the educational opportunities of white students is an example of institutional racism.

Structural racism (or structural racialization) is the racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege white people and disadvantage people of color. Since the word "racism" often is understood as a conscious belief, "racialization" may be a better way to describe a process that does not require intentionality. Race equity expert John A. Powell writes: " 'Racialization' connotes a process rather than a static event. It underscores the fluid and dynamic nature of race... 'Structural racialization' is a set of processes that may generate disparities or depress life outcomes without any racist actors."

Systemic racialization describes a dynamic system that produces and replicates racial ideologies, identities and inequities. Systemic racialization is the well-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society. Public attention to racism is generally focused on the symptoms (such as a racist slur by an individual) rather than the system of racial inequality.

Like two sides of the same coin, **racial privilege** describes race-based advantages and preferential treatment based on skin color, while racial oppression refers to race-based disadvantages, discrimination and exploitation based on skin color.

Equity involves trying to understand and give people what they need to enjoy full, healthy lives. Equality, in contrast, aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things.

EQUALITY   *VS.*   EQUITY

From the Race Equity and Inclusion Action Guide by the Annie E. Casey Foundation, 2014

WHY HIRE FACULTY OF COLOR?

While diversifying the faculty in terms of race and ethnicity (and gender in certain disciplines) should be seen as an end unto itself, the fact is that having faculty of color accrues tangible benefits for students, especially for African Americans, Latinx, and other students from racially/ethnically minoritized groups who together comprise the growing majority of college-goers. In this document, we present talking points that practitioners can use to advocate for the importance of hiring faculty of color. All of these points are grounded in existing scholarship. Citations for these scholarly sources are listed in the "further reading" sections, and where possible, we have included URLs for these sources on the web.

Students of color experience better academic outcomes when taught by faculty of color.

Evidence from rigorous quantitative studies demonstrate the educational benefits students of color accrue from taking courses taught by faculty of color. A causal analysis of administrative data (including grades, credits received, course dropouts) from De Anza College shows that the equity gap in course grades and course dropouts between African American, Latinx, and other underrepresented students of color on the one hand, and white students on the other hand, decreases in classes taught by faculty of color (Fairlie, Hoffmann, & Oreopoulous, 2014). The equity gap in the probability of taking another class in the same subject also diminishes. Furthermore, for Latinx and especially African American students, being taught by an African American instructor results in a higher probability of completing a course with a passing grade. Finally, evidence suggests that increasing the share of faculty of color results in higher retention rates for African American and Latinx students, as well as a greater likelihood of earning a degree.

Concurring evidence can be found in studies on K-12 students, which show achievement gains for students of color who are taught by teachers of the same race/ethnicity. For example, an analysis of test score data from Tennessee's Project STAR, a class-size reduction randomized-control experiment, shows gains in math and reading scores for African American students who were taught by African American teachers for one year (Dee, 2004). In addition, African American students who took classes with African American teachers each year of the four-year experiment experienced continued increases in achievement over time.

Further reading:

- Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, *86*(1), 195-210.
  http://faculty.smu.edu/millimet/classes/eco7321/papers/dee01.pdf

- Fairlie, R. W., Hoffmann, F., & Oreopoulos, P. (2014). A community college instructor like me: Race and ethnicity interactions in the classroom. *The American Economic Review*, *104*(8), 2567-2591.
  https://people.ucsc.edu/~rfairlie/papers/published/aer%202014%20-%20minority%20instructors%20and%20community%20college.pdf

Relatedly, faculty of color are more likely to utilize pedagogical approaches that are relevant to, and that advance the learning of, students of color.
Research on the relationship between student diversity and faculty research and teaching shows that faculty of color--particularly African American, Native American, and Latinx faculty--are more likely than white faculty to utilize student-centered pedagogies (antonio, 1999) such as active learning and incorporating readings on race and ethnicity (Milem, 2001), which are associated with gains in learning and enhanced sense of belonging. In addition, faculty of color are more likely to have "cultural synchronicity" with students of color, which allows them to infuse into their work an understanding of these students' cultural backgrounds (Villegas & Irvine, 2010).
Further reading:

- antonio, a. i. (1999). Faculty of color and scholarship transformed: New arguments for diversifying faculty. *Diversity Digest*, *3*(2), 6-7.
  http://www.diversityweb.org/digest/w99/diversifying.html

- Milem, J. F. (2001). Increasing the diversity benefits: How campus climate and teaching methods affect student outcomes. In G. M. Orfield (ed.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 233-249). Cambridge, MA: Harvard Education Publishing Group.
  http://files.eric.ed.gov/fulltext/ED456202.pdf

- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, *42*, 175-192.
  http://www.montclair.edu/profilepages/media/439/user/Villegas_%26_Irvine--2010.pdf

3

Faculty of color can promote positive, and curb negative, social outcomes for students of color.

A review of studies on the effect of teachers of color on the social outcomes of students of color reports reduced dropout and increased college-going rates for Latinx students in schools with a high proportion of Latinx teachers; lower rates of assignment to special education, suspension, and expulsion, again for Latinx students in schools with more Latinx teacher representation; and lower instances of absenteeism for Black students taught by Black teachers (Villegas & Irvine, 2010). A recent study finds that Black students who attend schools with a larger share of Black teachers are less likely to be reported for disciplinary offenses (Lindsay & Hart, 2016). These results were consistent across elementary, middle, and high school.

Further reading:

- Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis*, *39*(3), 485-510. http://journals.sagepub.com/doi/pdf/10.3102/0162373717693109

- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, *42*, 175-192. http://www.montclair.edu/profilepages/media/439/user/Villegas_%26_Irvine--2010.pdf

4

Faculty of color are more likely to advocate for, and build relationships with, students.

Studies suggest that faculty of color (Umbach, 2006) and African American faculty more specifically (Allen et al., 2000; Guiffrida, 2005) are more likely to interact with students with greater frequency and exhibit greater willingness to undertake advising and advocacy roles on behalf of students. Looking specifically at the California Community Colleges, Levin and associates (2013) found that faculty of color ground their support of students in the personal and relational, and are more willing than white faculty to connect their backgrounds and experiences with those of their students. One African American faculty member said of an experience with a Latina student: "I … recognize there's some deep, deep unmet need that goes far beyond … curricular. It's being supportive, it's all these things that are inherent for faculty of color, but then are enhanced because the number of students who need that at the community

college are at a … high level" (p. 13).

Further reading:

- Allen, W. R., Epps, E. G., Guillory, E. A., Suh, S. A., & Bonous-Hammarth, M. (2000). The Black academic: Faculty status among African Americans in U.S. higher education. *Journal of Negro Education*, *69*(1/2), 112-127. http://www.jstor.org/stable/2696268

- Guiffrida, D. (2005). Othermothering as a framework for understanding African American students' definitions of student-centered faculty. *The Journal of Higher Education*, *76*(6), 701-723. https://www.researchgate.net/profile/Douglas_Guiffrida/publication /265815932_Othermothering_as_a_Framework_for_Understanding_ African_American_Students'_Definitions_of_Student- Centered_Faculty/links/5609508708ae840a08d39124.pdf

- Levin, J. S., Walker, L., Jackson-Boothby, A., & Haberler, Z. (2013). *Community colleges and their faculty of color: Matching teachers and students*. Riverside, CA: California Community College Collaborative, University of California at Riverside. http://c4.ucr.edu/documents/GSP2report_C4finalJuly152013.pdf

- Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education*, *47*(3), 317-345. https://link.springer.com/article/10.1007/s11162-005-9391-3

Faculty of color are more likely to have high expectations and favorable views of students of color, relative to white faculty.

Although taken from studies in K-12 settings, there is evidence to suggest that teachers' expectations of students vary by race/ethnicity (Villegas & Irvine, 2010). For example, analyses suggest that white teachers have lower expectations of Black students and that Black and Latinx students are perceived unfavorably by teachers of a different race. Other studies suggest that teachers of color have more positive expectations and perceptions of students of color than their white counterparts. In one such investigation, Black teachers were found to be more likely to expect Black students to finish high school and go to college, relative to teachers of other races (Gershenson, Holt, & Papageorge, 2016). Such expectations and perceptions matter because they can predict college graduation (Boser, Wilhelm, & Hanna, 2014).

Further reading:

- Boser, U., Wilhelm, M., & Hanna, R. (2014). *The power of the Pygmalion effect: Teachers expectations strongly predict college completion*. Washington, DC: Center

for American Progress.
https://www.americanprogress.org/issues/education/reports/2014/10/06/9680
6/the-power-of-the-pygmalion-effect/

- Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The
effect of student-teacher demographic match on teacher expectations. *Economics of
Education Review, 52*, 209-224.
http://research.upjohn.org/cgi/viewcontent.cgi?article=1248&context=up_working
papers

- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination
of major arguments. *Urban Review, 42*, 175-192.
http://www.montclair.edu/profilepages/media/439/user/Villegas_%26_Irvine--
2010.pdf

Conversely, students of color are more likely to identify with and approach faculty of the same racial and ethnic background.

Research on student-faculty interactions in college show that the quality of these interactions is associated with students' learning and achievement (Cole & Griffin, 2013). For students to experience these interactions, they have to be able to develop meaningful relationships with faculty. On campuses where a majority of the faculty are white, however, students of color can face barriers to cultivating these relationships in part because students generally prefer to approach, and typically identify with, faculty of their own racial and ethnic group (Cole & Griffin, 2013). As Cole and Griffin (2013) note, the "relative lack of diversity in the professoriate leaves students of color with fewer opportunities to form homophilous relationships" (p. 569) that could very well be critical for their learning. Related evidence from K-12 research suggests that students of color perceive teachers of the same race/ethnicity more favorably than white teachers (Villegas & Irvine, 2010), and that students generally have more positive views of Black and Latinx teachers, again as compared to white teachers (Cherng & Halpin, 2016).

Further reading:

- Cherng, H-Y. S., & Halpin, P. F. (2016). The importance of minority teachers:
Student perceptions of minority versus white teachers. *Educational Researcher,
45*(7), 407-420.
http://journals.sagepub.com/doi/pdf/10.3102/0013189X16671718

- Cole, D., & Griffin, K. A. (2013). Advancing the study of student-faculty
interaction: A focus on diverse students and faculty. In M. B. Paulsen (Ed.), *Higher
education: Handbook of theory and research* (Vol. 28) (pp. 561-611). Dordrecht,

The Netherlands: Springer.

- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, *42*, 175-192. http://www.montclair.edu/profilepages/media/439/user/Villegas_%26_Irvine--2010.pdf

Faculty of color can enhance the "sense of belonging" that students of color can feel on campus.

Empirical studies offer evidence that faculty of color are critical to the sense of belonging of students of color on campus (Benitez et al., 2017), in part because they are better equipped to reflect, understand, and serve as a voice for the viewpoints and needs of students of color (Chapa, 2006). Sense of belonging refers to the perceptions that students (generally) have of how well they "fit in" at college, how warm their relationships are with peers and faculty, and how "unpressured" they feel by the "normative differences" between themselves and the campus environment (Hurtado & Carter, 1997). For students of color in particular, sense of belonging is associated with retention and achievement (Harris & Wood, 2013; Hurtado & Carter, 1997).

Further reading:

- Benitez, M., James, M., Joshua, K., Perfetti, L., & Vick, S. B. (2017). Someone who looks like me: Promoting the success of students of color, promoting the success of faculty of color. *Liberal Education*, *103*(2), 50-55. https://www.aacu.org/liberaleducation/2017/spring/benitez

- Chapa, J. (2006). The educational pipeline and the future professoriate: Who will teach California's and the nation's Latino and African American college students? In G. Orfield, & C. L. Horn (eds.), *Expanding opportunity in higher education: Leveraging promise* (pp. 243-259). Albany, NY: SUNY Press.

- Harris III, F., & Wood, J. L. (2013). Student success for men of color in community colleges: A review of published literature and research, 1998-2012. *Journal of Diversity in Higher Education*, *6*(3), 174-185. https://pdfs.semanticscholar.org/0c28/5a2d2975115088bd9adf24ff8ce790aea178.pdf

- Hurtado, S., & Carter, D. F., (1997). Effects of college transition and perceptions of the campus racial climate on Latino students' sense of belonging. *Sociology of Education*, *70*(4), 324-345. http://www.jstor.org/stable/2673270

Faculty of color can curb the "stereotype threat" experienced by students of color.

The presence of faculty of color on campus can mitigate the effect of stereotype threat for students of color by serving as positive examples that counter negative stereotypes about their racial/ethnic group (Benitez et al., 2017). Stereotype threat is defined as "the threat that others' judgments or [a person's] own actions will negatively stereotype them" (Steele, 1997). It can have negative consequences for the achievement of students in domains where their racial/ethnic (or gender) group is negatively stereotyped, for example, African Americans in math.

Further reading:

- Benitez, M., James, M., Joshua, K., Perfetti, L., & Vick, S. B. (2017). Someone who looks like me: Promoting the success of students of color, promoting the success of faculty of color. *Liberal Education*, *103*(2), 50-55. https://www.aacu.org/liberaleducation/2017/spring/benitez

- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*(6), 613-629. http://users.nber.org/~sewp/events/2005.01.14/Bios+Links/Krieger-rec5-Steele_Threat-in-the-Air.pdf

FREQUENTLY ASKED QUESTIONS

How many faculty of color teach in the California Community Colleges?

Even as community colleges serve as the primary entry point into higher education for more than 50% of Latinx college students, and at least 40% of African Americans (49%), Asian and Pacific Islanders (44%), and Native Americans (42%) nationally, as of fall 2012, faculty of color comprised only 18% of community college faculty, a figure that includes those who teach full- and part-time (Levin et al., 2013).

A similar pattern of "demographic mismatch" is evident in the California Community Colleges (CCC). As of fall 2016, students of color comprised roughly three-quarters of the population, yet only 40 percent of the full-time and part-time faculty were faculty of color (see Table 1 and Figure1).

That said, since fall 2000, the percentage of CCC faculty of color has increased, and conversely, the percentage of white faculty has decreased (Figure 1).

Table 1. Student and Faculty Composition by Race and Ethnicity, Fall 2016

	Student Enrollment (n=1,590,958)	Full-Time Faculty (n=18,587)	Part-Time Faculty (n=42,049)
Black/African American	5.87%	5.79%	5.11%
Native American/Alaskan Native	0.43%	0.63%	0.60%
Asian	10.83%	8.24%	8.67%
Filipino	2.88%	1.10%	1.44%
Latinx	45.01%	15.33%	13.20%
Multi-Ethnic	3.75%	1.19%	1.09%
Pacific Islander	0.41%	0.49%	0.52%
Unknown	4.35%	6.87%	9.36%
White Non-Hispanic	26.47%	60.37%	60.01%

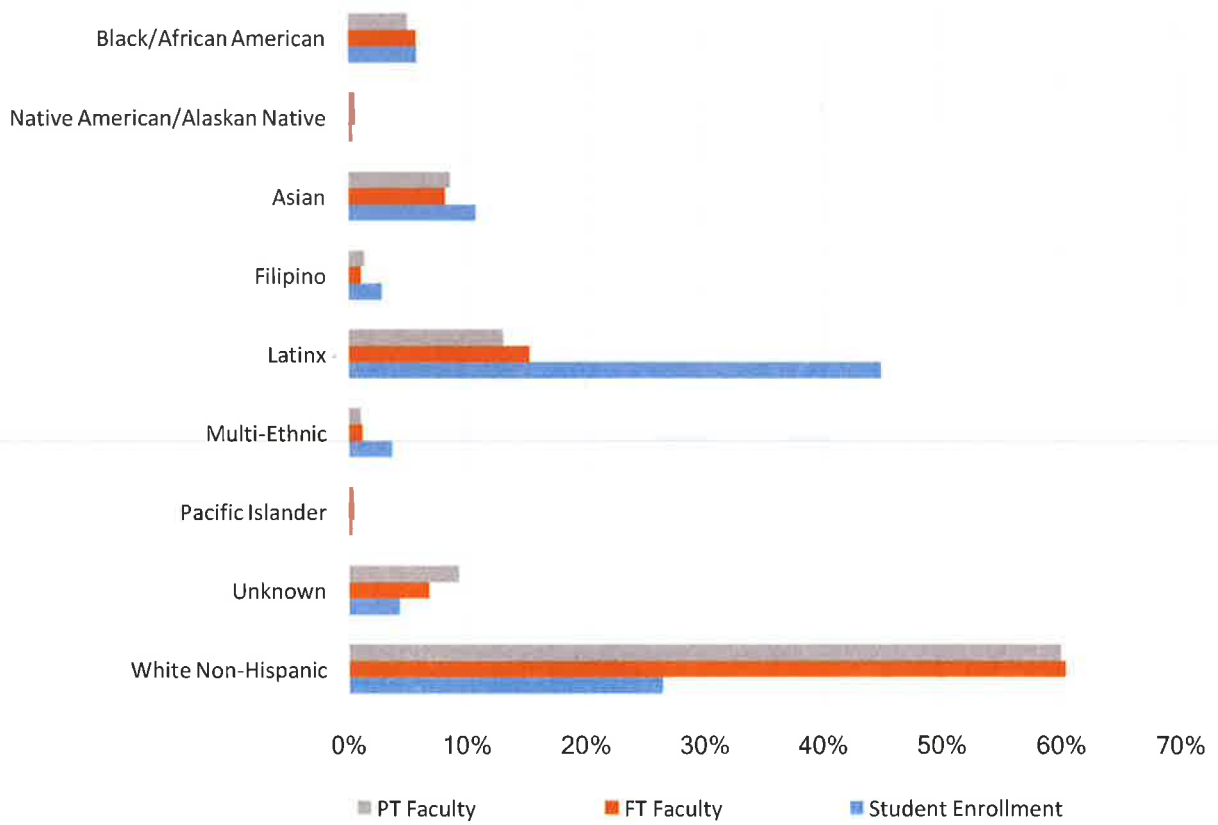*Note.* Data source: California Community College Chancellor's Office MIS Data Mart.

Figure 2. Comparison of fall 2016 CCC student and faculty enrollment by race and ethnicity. Data source: California Community College Chancellor's Office MIS Data Mart.
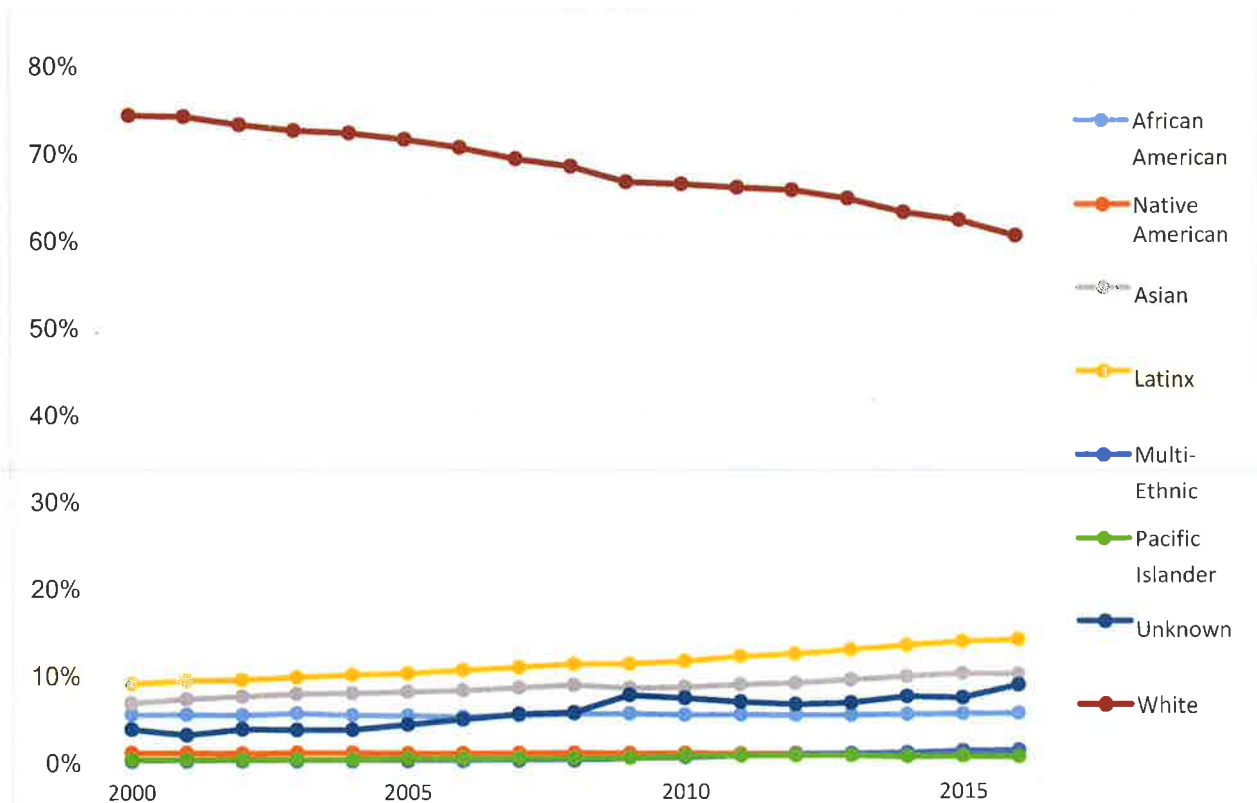
Figure 2. CCC Faculty by race and ethnicity, Fall 2000-Fall 2016. Data source: California Community College Chancellor's Office MIS Data Mart.

How many people of color meet the "minimum qualification" in terms of degree attainment to teach in the California Community Colleges?

The California Community Colleges Chancellor's Office (CCCCO) states that the "minimum qualification" to teach at the community college level is a Master's degree. The following tables showcase the diversity in the *supply* of potential faculty of color, presenting data on Master's and PhD degree recipients by race and ethnicity since 2010. While some race/ethnic groups have greater representation than others, there remains a high number of graduates of color who are qualified to fulfill a community college faculty position. Additionally, data shows that the graduate student of color population has been increasing and will continue to be on this same upwards trajectory in the years to come.

Table 2 is a data summary from the National Center for Education Statistics that focuses on the racial/ethnic distribution of Master's Degree recipients from 2010 to 2015 nationally. These past five years have had the highest representation of graduates of color in the past 40 years. Please note that at the bottom of each table are two totals. The first, *total people of color*, is the sum of numerical data for all races/ethnicities, not including whites. The second, *general total*, includes individuals from all races/ethnicities. These two differences are intended to provide easy comparison between these distinct populations.

There are also many PhDs of color who qualify to teach at community colleges. The National

Science Foundation surveyed 35,117 doctoral recipients in 2015 to gain a better understanding of graduate school demographics. Table 3 compares the percentage of degree distributions across races and ethnicities in different disciplines.

Table 4 uses the same data as Table 3, but displays the actual numerical breakdown of doctoral degrees by race/ethnicity and discipline. This table is intended to provide more clarity regarding the racial representation of doctoral recipients and the quantitative availability to hire faculty of color.

Data specific to California show that the state's four-year institutions of higher education (n=84) are consistently awarding Master's (Table 5) and Doctoral (Table 6) degrees to people of color. This suggests that on its own, California is producing a healthy pool from which community colleges can recruit faculty of color.

Finally, Table 7 shows that a significant number of people of color who earn Master's degrees in California do so at one of the 23 California State Universities (CSU), suggesting that community colleges could develop fruitful relationships with their neighboring CSU around the recruitment of faculty of color--assuming such relationships have not yet been established.

Table 2. Master's Degree Earned by Race and Ethnicity, 2010-2015

Race/Ethnicity	Number of Degrees	Percentage Distribution
Black/African American	430,609	13.2%
Latinx	265,454	8.14%
Asian/Pacific Islander	222,817	6.8%
Native American/Alaskan Native	18,244	0.56%
Multiracial	56,253	1.74%
Total people of color	*993,377*	*30.48%*
White	2,226,517	69.52%
General Total	3,219,894	100%

Note. Data source: National Center for Education Statistics (NCES)

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Table 3. Percentage of Earned Doctorates by Broad Disciplinary Area and Race and Ethnicity, 2015 (n=35,117)

Race/Ethnicity	Life Science	Math/ Computer Sciences	Physical Science	Psychology / Social Sciences	Engineering	Education	Humanities / Arts	Other	Total, All Fields
Black/African American	5.30%	3.20%	2.90%	8%	3.90%	15.10%	3.10%	10.60%	6.50%
Native Am/Alaskan Native	0.30%	0.10%	0.30%	0.50%	0.20%	0.70%	0.60%	0.40%	0.40%
Asian	10.90%	12.30%	7.80%	6.60%	15.40%	4.60%	4.40%	10.30%	8.70%
Latinx	7.40%	4.50%	5.20%	7.40%	7%	7.50%	8.10%	4.90%	7%
Other race/ethnicity	4.80%	6.80%	4.80%	5.60%	5.70%	4.20%	4.90%	3.90%	5.10%
Total people of color	28.7%	26.9%	20.9%	28.1%	32.1%	32.1%	21.1%	30.2%	27.7%
White	71.30%	73.10%	79.10%	71.90%	67.90%	67.90%	78.90%	69.80%	72.30%

Note. Data Source: National Science Foundation Survey of Earned Doctorates

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Table 4. Number of Earned Doctorates by Broad Disciplinary Area and Race and Ethnicity, 2015 (n=35,117)

Race/Ethnicity	Life Science	Math/ Computer Sciences	Physical Science	Psychology / Social Sciences	Engineering	Education	Humanities / Arts	Other	Total, All Fields
Black/African American	450	53	101	536	164	635	139	200	2,283
Native Am/Alaskan Native	26	2	10	33	8	29	27	8	140
Asian	924	204	271	442	650	194	197	194	3,055
Latinx	628	75	181	496	295	316	363	93	2,458
Other race/ethnicity	407	113	167	375	240	177	219	73	1,791
Total people of color	2,432	447	728	1,822	1,356	1,351	945	568	9,727
White	6,049	1,214	2,753	4,816	2,867	2,858	3,535	1,313	25,390
General Total	8,484	1,661	3,481	6,698	4,223	4,209	4,480	1,881	35,117

Note. Data Source: National Science Foundation Survey of Earned Doctorates

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Table 5. People of Color with Master's Degrees from Four-Year Institutions in California (n=84) by Broad Disciplinary Area, 2010-2015

	Native American or Alaskan Native	Asian	Black or African American	Latinx	Pacific Islander or Native Hawaiian
Area, Ethnic, Cultural, Gender Studies	23	189	106	349	5
Biological & Biomedical Sciences	18	960	104	404	12
Business, Management, & Marketing	307	11,261	7,775	7,387	474
Communication & Journalism	16	308	254	432	8
Computer & Information Sciences	10	1,271	237	331	19
Education	325	5,695	6,941	13,862	381
English Language & Literature	32	374	293	782	18
History	10	91	42	241	4
Mathematics & Statistics	3	566	44	285	6
Philosophy & Religious Studies	9	77	51	125	7
Physical Sciences	16	457	62	304	14
Psychology	83	1,268	1,124	2,763	64
Social Sciences	24	757	277	1,082	16

Note. Data source: IPEDS

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Table 6. People of Color with Doctoral Degrees from Four-Year Institutions in California (n=84) by Broad Disciplinary Area, 2010-2015

	Native American or Alaskan Native	Asian	Black or African American	Latinx	Pacific Islander or Native Hawaiian
Area, Ethnic, Cultural, Gender Studies	10	33	23	46	2
Biological & Biomedical Sciences	21	644	95	318	10
Business, Management, & Marketing	7	95	160	51	2
Communication & Journalism	2	10	3	12	0
Computer & Information Sciences	1	137	14	25	1
Education	38	430	632	687	30
English Language & Literature	4	73	125	219	2
History	5	63	7	62	0
Mathematics & Statistics	4	46	13	71	1
Philosophy & Religious Studies	2	107	7	34	1
Physical Sciences	1	24	11	20	1
Psychology	14	326	46	174	7
Social Sciences	26	285	173	436	3

Note. Data source: IPEDS

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Table 7. People of Color with Master's Degrees from the California State University (CSU) (n=23) by Broad Disciplinary Area, 2010-2015

	Native American or Alaskan Native	Asian	Black or African American	Latinx	Pacific Islander or Native Hawaiian
Area, Ethnic, Cultural, Gender Studies	3	49	17	179	2
Biological & Biomedical Sciences	10	373	63	253	4
Business, Management, & Marketing	48	2,262	583	1,165	40
Communication & Journalism	2	76	55	134	2
Computer & Information Sciences	1	411	24	85	6
Education	83	2,143	1,327	5,482	130
English Language & Literature	15	219	98	514	10
History	6	51	30	166	3
Mathematics & Statistics	2	343	30	189	5
Philosophy & Religious Studies	6	23	10	51	5
Physical Sciences	6	145	28	117	6
Psychology	14	241	108	449	5
Social Sciences	9	278	130	558	7

Note. Data source: IPEDS

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Does Proposition 209 allow community colleges to factor race and ethnicity into the faculty hiring process?

Not directly, but the hiring process does not need to be "race-blind."

Passed by a voter ballot measure in 1996, Proposition 209 prohibits the discrimination or granting of preferential treatment to "any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting" (Cal. Const., art. 1, § 31, subd. (a)). While Proposition 209 bans the use of "plus points" and quotas in hiring, college admissions, and contracting, court rulings from the past 20 years underscore the need to achieve "diversity." As such, Proposition 209 does not require the California Community Colleges (and the California State University and University of California) to be race (or gender) "blind" in their hiring and admissions processes. Furthermore, Title 5 of the California Code of Regulations stipulates that "diversity" in the California Community Colleges "requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds" (5 CA ADC § 53001). Finally, even with Proposition 209 in effect, California's public institutions of higher education must comply with federal affirmative action regulations, which apply to employment programs, including those related to faculty positions (Chapa, 2006).

In practice, what does it mean to achieve diversity while still complying with Proposition 209? Community colleges are allowed to:
- Monitor the demographic composition of their employee and student populations, and thus can collect data by race/ethnicity, gender, and other demographic characteristics.
- Undertake racial/ethnic-focused outreach efforts by advertising job openings with, for example, the National Association of Mathematicians (http://www.nam-math.org/) and the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (http://sacnas.org/). Such targeted outreach is about diversifying the pool of possible candidates and is allowed as long as the job call is available to all.
- Institute faculty diversity internship programs.
- Craft job announcements that explicitly state a desire for candidates who can contribute to the diversity of the department and college.
- Prioritize candidates who contribute to workplace diversity and/or have experience advancing college access for student groups who are historically underrepresented in their field (e.g., African American students in STEM fields).
- Require candidates to include a statement that describes their contributions to diversity in their application.
- Assemble racially and ethnically diverse selection committees.
- Provide selection committees with demographic data of the applicant pool, provided that the data are used to help ensure equal employment opportunity.

Further reading:
- Chapa, J. (2006). The educational pipeline and the future professoriate: Who will teach California's and the nation's Latino and African American college students? In G.

Orfield, & C. L. Horn (eds.), *Expanding opportunity in higher education: Leveraging promise* (pp. 243-259). Albany, NY: SUNY Press.

- Nguyen, T. T. (2016, June). *Legal opinion 16-04: Sixteenth advisory on Proposition 209 and equal employment opportunity.*
  http://extranet.cccco.edu/Divisions/Legal.aspx

- UCLA Office of Equity, Diversity, and Inclusion. (2016, December). *Proposition 209 Primer.*
  https://equity.ucla.edu/wp-content/uploads/2016/12/Prop-209-FAQs-primer-2016-12-05.pdf

- University of California. (2016, September). *Guidelines for enhancing diversity at UC in the context of Proposition 209.*
  http://diversity.universityofcalifornia.edu/files/prop-209-summary.pdf

What does "equal employment opportunity" mean in the hiring of community college faculty?

Equal employment opportunity (EEO) refers to diversity, inclusion, and the equal access to information for potential faculty hires from minoritized backgrounds, specifically people of color. Equity in hiring is rooted in federal and state law, where there are two subdivisions: non-discrimination law and EEO laws. Non-discrimination law refers to student discrimination while EEO laws focus on fair hiring practices. The California Community College Chancellor's Office (CCCCO) is responsible for ensuring that community colleges adhere to both regulations and will withhold funding if certain discriminatory trends are apparent. There are two primary methods used to create equal employment opportunity: outreach and the hiring facilitation process.

EEO can be challenging to navigate and create since Proposition 209 was implemented, which prevents hiring solely based on protected class status. However, Proposition 209 does not restrict EEO efforts to promote diversity. This includes methods such as faculty internship programs and focused outreach, collecting and reporting research about participation demographics, and "upholding a school district's ability to consider the racial composition of the students to achieve diversity in the schools." Utilizing these opportunities in the hiring process allows employers to continue reaching out to all racial/ethnic groups without violating Proposition 209. The established parameters reshape what EEO looks like in the hiring process since sensitivity to diversity needs to be addressed without favoring one group over the other.

Another facet of EEO pertains to a hiring committee's composition and prepared materials. The emphasis on fairness is protected by the State through Title 5, which works to promote a diverse workplace in the field of education. The selection committees are all required to receive bias training in order to avoid hiring or non-hiring based on insufficient reasoning. They can also be required by districts to be diverse, racially/ethnically or gender-wise, in order to have a broad spectrum of backgrounds and perspectives. These committees can consider the student racial/ethnic demographic data and have access to "data about the department or data (in

aggregate form) about the applicant pool" in an effort to achieve diversity at their institutions. Adherence to Title 5 promotes EEO by emphasizing to the selection committee the importance of being unbiased and providing the resources to know what type of faculty their students need in order to succeed.

Further reading:
- Nguyen, T. T. (2016, June). *Legal opinion 16-04: Sixteenth advisory on Proposition 209 and equal employment opportunity.* http://extranet.cccco.edu/Divisions/Legal.aspx

Is the culture of community colleges hospitable for faculty of color?

Empirical work on the perspectives and experiences of faculty of color at community colleges is scarce. However, Levin and associates' (2013) study of 36 African American, Asian/Pacific Islander, and Latinx faculty at four California Community Colleges suggests that the answer to this question is "no." Study participants stated that the dominant culture of their campuses discourages expressions of their racial and ethnic identities, and separates professional from personal identities. In the words of one Latina faculty member, "[This campus is welcoming and friendly [towards faculty] until you show … your true color …. [When] my Latina-ness comes out, then they get uncomfortable with that" (pp. 10-11). According to another faculty member, "I think it's difficult to be a person of color … [Y]ou always notice the black dot on the white paper. No one notices the white, just the black dot on the paper" (p. 11). For the faculty of color in this study, it is not the campus culture but a commitment to students, particularly those who share their racial and ethnic background, that motivates them to stay.

Further reading:
- Levin, J. S., Walker, L., Jackson-Boothby, A., & Haberler, Z. (2013). *Community colleges and their faculty of color: Matching teachers and students.* Riverside, CA: California Community College Collaborative, University of California at Riverside. http://c4.ucr.edu/documents/GSP2report_C4finalJuly152013.pdf

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ADDITIONAL RESOURCES

ON FACULTY HIRING IN COMMUNITY COLLEGES

Center for Urban Education. (2017). *Minimizing the influence of bias on community college faculty searches.* **Los Angeles, CA: Center for Urban Education, University of Southern California.**

- Developed by CUE, this guide draws on scholarship on "implicit bias" to identify common forms of implicit bias in faculty searches, as well as strategies for minimizing bias.

Flannigan, S., Jones, B. R., & Moore, W. (2004). An exploration of faculty hiring practices in community colleges. *Community College Journal of Research and Practice, 28*(10), 823-836.
http://www.tandfonline.com/doi/pdf/10.1080/10668920390276894

- This article offers a broad review of extant literature on hiring practices in community colleges, from 1950 to the current era. The authors track the shift in hiring from a process that was largely unstructured and informal (e.g., handshakes representing a hiring agreement), to one that is more structured and formal (e.g., the use of selection criteria).

Fuji, S. J. (2014). Diversity, communication, and leadership in the community college faculty search process. *Community College Journal of Research and Practice, 38*(10), 903-916.
http://www.tandfonline.com/doi/abs/10.1080/10668926.2012.725387

- Using interviews with administrators and faculty from three community colleges, this study finds variation in the ways "diversity" was understood and communicated, as well as in the extent to which leaders demonstrated their commitment. For instance, interviews revealed that while diversity is an ideal, *not* achieving it is acceptable, and that while there exists "intellectual commitment" to diversity, there can lack a commitment to diversity-related action. The study concludes with the following recommendations:
  a. "Including minimum qualifications inclusion in a diversity statement such as experience working with students from a diverse background and a demonstrated commitment facilitating the success of underrepresented students in educational settings."
  b. Posting desired qualifications that do not list a doctorate, which can limit the pool, may not be necessary for teaching 100–200 level courses, and it is an exclusionary practice.
  c. Composing search committees that include representation by faculty of color. Ideally and if possible, have one-third of the committee be people of color. It is difficult to have voice as the 'sole' or 'only' representative, as participants of this study stated.
  d. Posting positions for a minimum of six weeks to allow for the greatest opportunity to solicit a large and diverse pool.
  e. Considering the experience of current division/department demographics when listing preferred years of experience.
  f. Ensuring that anything listed in the qualifications be screened, evaluated, and evidenced as necessary to performing the responsibilities and duties of the position." (p. 913-914)

Fujimoto, E. O. (2012). Hiring diverse faculty members in community colleges: A case study in ethical decision making. *Community College Review,* *40*(3), 255-274.
http://journals.sagepub.com/doi/pdf/10.1177/0091552112450069

- This case study of one community college examines the ethical dilemmas that arise in three faculty searches, specifically as they relate to diversifying the faculty in terms of race and ethnicity. The author argues that "corrective action" is needed to disrupt a *status quo* that is rife with barriers to hiring faculty of color, and offers the following questions to ask of the hiring process:
  a. "What is it about the full- and part-time faculty hiring process that is preventing expected growth in faculty diversity?"
  b. "[A]t what stage of the process are people of color dropping out?"
  c. "Does it appear that [college] is not able to attract proportionate numbers into the initial applicant pool?"
  d. "If [college] is successful in this recruitment effort, are applicants of color making it in proportionate numbers to the interview pool?"
  e. "If they are making it to the interview stage, are they proportionately advancing to the finalist pool?"
  f. "[I]f they are, is [college] hiring them in numbers that are proportionate to their presence as finalists?" (p. 265)

  The author also presents recommendations for "ethical, race-conscious, mission-based decision making" around faculty hiring:
  a. "Train administrators and hiring committees on hiring process, affirmative action, and equal employment opportunity (AA/EEO) principles and the roles of committee chairs and members.
  b. Appoint AA/EEO representatives to serve on all hiring committees.
  c. Update position descriptions to remove obstacles to AA/EEO principles and include diversity-related language and responsibilities in relevant areas.
  d. Use appropriate data on the availability of qualified minority candidates to determine faculty hiring goals.
  e. Advertise and reach out early in the hiring cycle to maximize quality and diversity.
  f. Ensure that preferred qualifications are not used as minimum qualifications.
  g. Integrate diversity in interview questions and anticipated responses.
  h. Require gender and racial diversity in committee composition.
  i. Integrate AA/EEO checkpoints at all stages of the process." (p. 270)

ON FACULTY HIRING IN FOUR-YEAR INSTITUTIONS

Much of the existing research and resources available on diversity and faculty hiring focus on four-year institutions. However, they offer insights and practical suggestions that could be relevant to community colleges generally, and community colleges in California specifically. To that end, we include a selection of these materials for your reference.

Bensimon, E. M., Ward, K., & Sanders, K. (2000). *The department chair's role in developing new faculty into teachers and scholars.* **Bolton, MA: Anker Publishing Company, Inc.**

- This book is a how-to guide for socializing new faculty, from recruitment and hiring, to their first-year experience, to performance evaluations. The authors include practical advice and activities that draw on research and from real-life situations.

Phillips, R. (2002). Recruiting and retaining a diverse faculty. *Planning for Higher Education, 30*(4), 32-39.
https://www.scup.org/page/phe/read/article?data_id=29642&view=article

- This article includes a review of existing literature on the barriers to hiring women faculty and faculty of color, along with a survey of 12 Association of American University member institutions on their experiences recruiting and retaining faculty from these populations. The author presents recommendations for enhancing faculty diversity.

Rockquemore, K. A. (2016, January 6). For a diverse faculty, start with retention. *Inside Higher Ed.*
https://www.insidehighered.com/advice/2016/01/06/how-retain-diverse-faculty-essay

- The author offers five matter-of-fact questions in response to a letter from a department chair about the failure of recruitment efforts to produce a more diverse faculty.

Sensoy, O., & DiAngelo, R. (2017). "We are all for diversity, but ...": How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Educational Review, 87*(4), 557-580.
http://hepg.org/her-home/issues/harvard-educational-review-volume-87-number-4/herarticle/we-are-all-for-diversity,-but-%E2%80%9D

- The authors show how whiteness pervades the faculty hiring process, from the text of the job description, to the composition of the hiring committee, to the review of applicant materials, to the interview, to the final step of making the hiring decision. Practical strategies for countering whiteness are offered for each stage of the hiring process, as well as responses to common forms of resistance to diversifying the faculty.

Smith, D. G. (2000). How to diversify the faculty. *Academe, 86*(5), 48-52.
http://www.jstor.org/stable/40251921?seq=1#page_scan_tab_contents

- Based on interviews with recipients of Ford, Mellon, and Spencer Foundation Fellowships who completed their PhDs between 1989 and 1995 (n=299), the author responds to prevailing myths about hiring faculty of color with empirical evidence debunking those myths. The article concludes with a discussion of lingering issues and strategies institutions can undertake going forward.

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Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: Association of American Colleges & Universities.
http://files.eric.ed.gov/fulltext/ED465359.pdf

- This monograph offers practical suggestions for institutions looking to diversify their faculty, particularly in terms of race and ethnicity, focusing on useful strategies for efforts that take place before, during, and after the search. It includes a checklist of best practices, additional resources available on the web, and an annotated bibliography of extant scholarship on faculty hiring.

University of Oregon. (2017). *Faculty hiring: Best practices in faculty hiring*.
https://facultyhiring.uoregon.edu/

- A faculty hiring resource page developed by the University of Oregon for its own faculty hiring efforts. It includes practical guidance for each stage of the hiring process.

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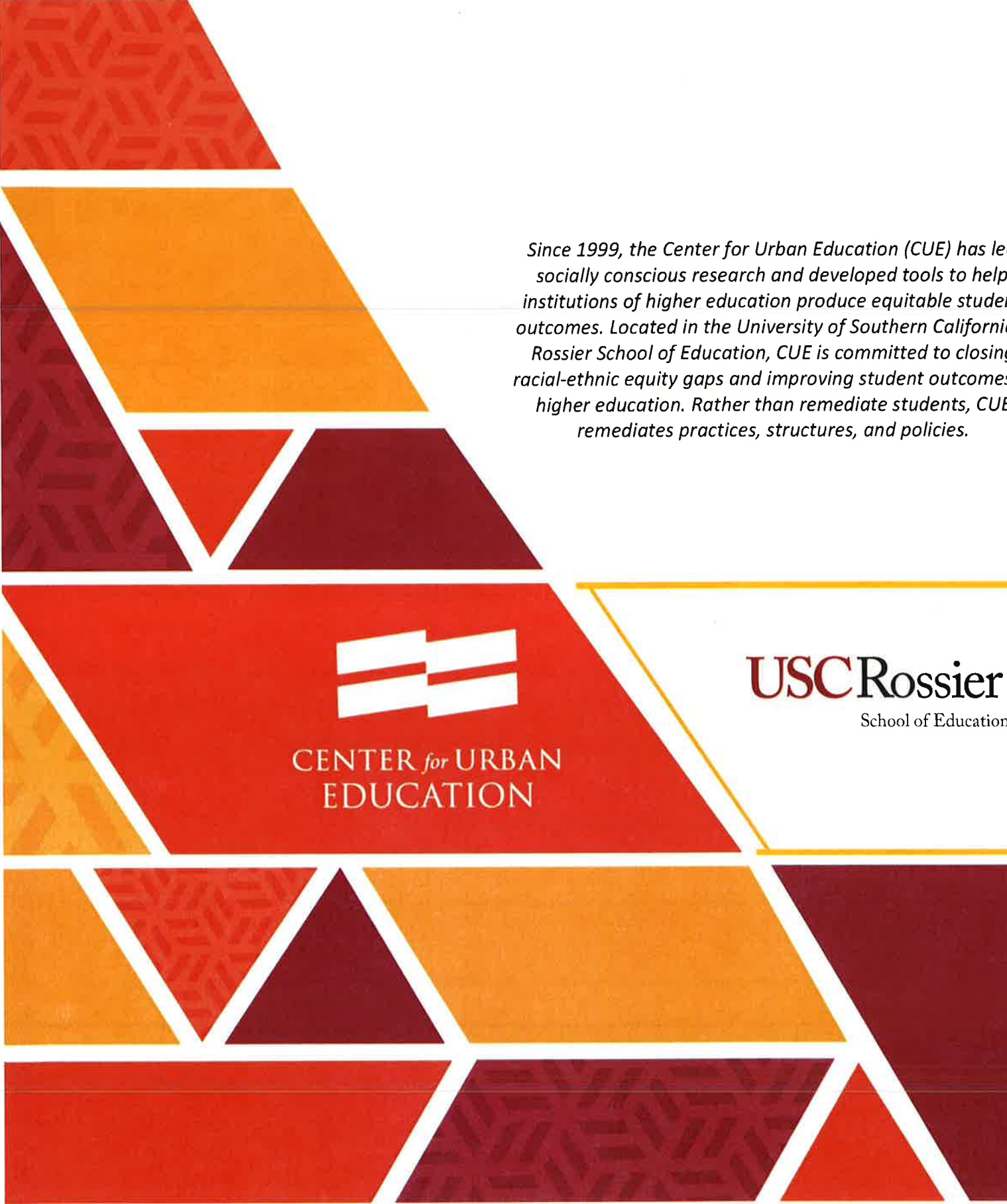
Since 1999, the Center for Urban Education (CUE) has led socially conscious research and developed tools to help institutions of higher education produce equitable student outcomes. Located in the University of Southern California's Rossier School of Education, CUE is committed to closing racial-ethnic equity gaps and improving student outcomes in higher education. Rather than remediate students, CUE remediates practices, structures, and policies.

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