

# **STRATEGIES TO IMPROVE FACULTY DIVERSITY**

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**Moving  
From  
Affirmative  
Action  
To  
EEO**

## **DIVERSITY AND THE LAW**

### **When it all began**

**1961** – Affirmative Action linked to civil rights.

### **The CCC Commitment**

**1977** – California Code of Regulations, Title 5 Adopted.

**1978** – Sections 87100 et seq. of Education Code adopted Affirmative Action hiring.

**1988** – AB1725 (Ed Code 87100 et seq.) emphasis on a major commitment to Affirmative Action.

### **Voters Change the California Constitution**

**1996** – Proposition 209 (making affirmative action unlawful in CA unless court ordered)

**2002** – CA Code of Regulations, Title V, Sections 51010 & 53000 et seq. Revised Ed Code 87100 – 87107 Revisions followed.

### **The Next Step**

**2015** – Chancellor's Office – Approved Model EEO Plan Training



## PROPOSITION 209

Moving  
From  
Affirmative  
Action  
To  
EEO

- Amended the state constitution to prohibit state governmental institutions from considering **race, sex, or ethnicity** in public employment, public contracting, and public education  
– November 1996



Moving  
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## EEO

**Equal employment opportunity:** all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by a community college district. Ensuring equal employment opportunity is advanced in an inclusive environment that fosters cooperation, acceptance, democracy, and the free expression of ideas. An inclusive environment is welcoming to men and women, persons with disabilities, individuals from all ethnic groups, and individuals from all other groups protected from discrimination by this article...

**Ed Code Section 87101(a)**

Equal Employment Opportunity ensures that recruitment efforts afford all groups equal opportunity to apply for job opportunities.



## BENEFITS OF DIVERSITY

- For our students
  - Helps prepare students to actively participate in an increasingly diverse society
  - Increases students' critical thinking skills by exposing them to a variety of teaching materials and styles
  - Provides students with a variety of role models and potential mentors
- For our employees
  - Decreases negative stereotypes among employees
  - Increases the attraction and retention of a diverse workforce
- For our college & district
  - Enhanced academic reputation, evidence the District supports fairness and justice, commitment to care for and support the needs of the community
  - decreases isolation felt by underrepresented individuals.
  - creates a sense of community.



# INITIATIVES



## Initiatives Identified and Implemented by the Staff Equity Committee

### Initiatives (2008-2013)

#### Policies and Practices

1. Negotiated part-time faculty contract language changes to support equity in recruitment and hiring
  - Eliminated hiring preference for current part-time faculty to align with principles of Equal Employment Opportunity
2. Implemented new hiring processes for part-time faculty
  - Revised Administrative Regulation on the hiring of part-time faculty to require an interview process conducted by the Department Head and at least one other faculty member within the department
  - Where at least 3 candidates exist in the pool, 3 interviews must be conducted





**Initiatives  
Identified and  
Implemented by  
the Staff Equity  
Committee**

**Initiatives  
(2008-2013)**

**Recruitment/Hiring Processes**

1. Implemented NEOGOV Applicant Tracking System
2. Created an Improve Your Marketability seminar for part-time faculty
3. Developed Institutional, Student and New Faculty Profiles in conjunction with Academic Senate
4. Implemented Faculty Internship Program
5. Implemented social media recruitment





## Initiatives Identified and Implemented by the Staff Equity Committee

## Initiatives (2008-2013)

### Campus Culture

1. Provided EEO/Diversity training to Executive Committee, Deans, and Department Heads
2. Created Diversity Themed Flex Activities for Faculty
3. Co-Sponsored Diversity, Equity, and Inclusion Conference with the Academic Senate
4. Hosted campus-wide diversity speakers



## Initiatives

### Walking The Talk

#### WALKING THE TALK: Diversity, Equity, and Inclusion Workplace Certificate Program

Two goals. First, the program will provide educational opportunities to all Long Beach City College employees in an ongoing effort to support the College's diverse student population and, ultimately, promote the students' educational progress and achievement. Second, the program will provide educational opportunities to all LBCC employees in an effort to create a knowledgeable and collegial environment for the diversity of employees within the district.

##### The Certificate Program

The certificate program is designed to provide LBCC employees with the knowledge and tools to support our highly diverse student population as they pursue their educational goals at Long Beach City College. Participants will learn practical strategies that can be implemented in the classroom that lead to the increased success rate of our students. In addition, the certificate program is designed to provide LBCC employees with the knowledge and tools to understand our highly diverse workforce in order to be active participants in a supportive workplace environment.

##### Schedule of Courses:

- Hispanic/Latino/Mexican-American Populations
- Americans with Disabilities – ADA/508
- African Americans/Black
- Socio-Economically Disadvantaged Peoples
- Femininity and Masculinity (Sexism)
- Intergenerational Institutional Dynamics
- LGBTQ
- Asian-Americans
- Veterans
- Mental Health
- White Privilege Revisited



## **FACULTY INTERNSHIP PROGRAM**

### **Initiatives Identified and Implemented by the Staff Equity Committee**

The Long Beach Community College District (LBCCD) recruits, trains, and places interns in classroom teaching, counseling, instructional specialist, or librarian positions in our Liberal Arts and Pacific Coast Campus locations. The Long Beach City College Faculty Internship Program provides developmental opportunities for persons interested in pursuing a community college teaching career through semester length internships which pair interns with discipline-related mentors. The applicant should not have any prior college level teaching experience. This program is intended to help develop a pool of potential candidates which reflects the diversity of community colleges for possible future adjunct or contract teaching positions. All applicants, including those from historically underrepresented groups, are encouraged to apply.



## Improve Your Marketability Seminar

**Initiatives  
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Committee**

This workshop is designed for individuals seeking tenured faculty positions where they can learn first hand from faculty and administrators in the field how to prepare for and potentially obtain a fulltime faculty position with LBCC.

### **Topics covered:**

- Understanding the hiring process
- Faculty, Institutional and Student profiles
- Interview and Teaching Demonstration Tips
- Preparing your application
- Creating a solid curricula vita
- How to get noticed
- Question and Answer panel discussion



WHAT CAN YOUR SENATE DO?

# Starting the Conversation


Define Key Terms

The Role of Hiring Committees

Moving Forward

“Different roads  
sometimes lead  
to the same  
castle.”

— George R.R. Martin



“Strength lies in  
differences, not in  
similarities”

— S. Covey

### Key Terms:

- Diversity
- Inclusion
- Cultural Competence



## **The Role of the Hiring Committee**

- Recruiting Strategies for the Committee
  - Who Should & Should Not Participate
- The Job Description
- The Interview Questions
- Screening

“I like that. Lets  
do it all the time”

— Winnie the Pooh

## Quick Exercise 2- Minutes

- First Impressions
  - Sit with someone you don't know and list as many things as you can that you have in common.

**“We are all different, which is great because we are all unique. Without diversity life would be very boring.”**  
— *Catherine Pulsifer*

## **Best Practices For Moving Forward**

- Leadership is Required
- Buy In From the Top
- Input From Stakeholders
- This Process and Sustainable Practices

# QUESTIONS/DISCUSSION