



SBCTC MODEL TEMPLATE

# FACULTY DIVERSITY PROGRAM

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## Faculty Diversity Program at WA CTCs

### Legislative Requirement

In May 2021, the Washington State Legislature passed [Engrossed Substitute Senate Bill 5194](https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/Senate/5194-S2.SL.pdf?q=20211013150249), an act relating to equity and access in higher education. E2SSB 5194 is a historic piece of legislation with significant investments for advancing the growing equity efforts within Washington state’s community and technical college system.

E2SB 5194, Section 3(1) outlines the requirement that all community and technical colleges must submit, on a biennial basis, strategic plans to the state board for community and technical colleges for achieving diversity, equity, and inclusion of all races on their campuses. Included in Section 3(5) is the requirement for the state board for community and technical colleges (SBCTC) to develop a model faculty diversity program designed to provide for the retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds. The faculty diversity program must also be based on proven practices in diversity hiring processes.

This faculty diversity model template intends to provide colleges a blueprint to assist with the development of their faculty diversity program, a key component in their DEI Strategic Plans as outlined in Section 3, E2SSB 5194. The template also includes elements of the Workforce Diversity Plan submitted by each college in December 2020 per [Workforce Diversity Directive - State HR Directive 20-02](https://ofm.wa.gov/sites/default/files/public/shr/Directives/WorkforceDiversityDirective.pdf). The template gives colleges the opportunity to build on their current efforts for diversifying faculty as detailed in their workforce diversity plans and assists in highlighting areas for consideration.

This template does not include guidance on specific programming, but is a collective of areas for colleges to consider in the planning and implementation of their faculty diversity program. As an appendix to this document, the SBCTC has provided a list of resources that may be useful in meeting the requirements of E2SB5194, Section 3.

### Objectives

When developing their faculty diversity program, colleges should ensure that the program’s strategies successfully meet the objectives of the legislative requirement. In other words, program outcomes, at minimum, should include:

* Successful recruitment and retention of faculty from all racial, ethnic, and cultural backgrounds;
* Evidence of utilizing proven practices in diversity hiring processes.

NOTE: Cross-divisional partnerships are critical in the development and delivery of a successful faculty diversity program. Human resources; diversity and equity; instruction; research; and student services departments should work collaboratively in the development of their program. Colleges should also consider including external partners, such as community-based organizations, local and state government agencies, and other critical stakeholders.

Colleges should create a process that best fits their current operational processes and ensures a continuous review of their faculty diversity program, including progress findings, critical gaps, growth areas, etc.

### Initial Deadline and Frequency

Colleges must submit their DEI Strategic Plans on a biennial basis beginning July 30, 2022 and include elements of their faculty diversity program within their plans.

NOTE: Colleges should keep in mind when implementing the 200 new faculty conversions (outlined in E2SSB 5194, Section 5) that there is a specific intent from the legislature to have the conversions align with the college’s DEI strategic plans. Colleges should utilize their faculty diversity program identified in their plans to help meet these ends.

### The Faculty Diversity Program

In keeping with the decentralized nature of the community and technical college (CTC) system and the aspect of local control for each individual college, the State Board will not mandate a specific program to be created and delivered, but does provide a list of resources (see Appendix below) and considerations to assist colleges in developing their own faculty diversity programs. The resource list is solely intended to provide options in support of each college’s faculty diversity program and there is no requirement for colleges to use any of the resources.

Colleges that have concerns about the design or implementation of their faculty diversity program are encouraged to reach out to SBCTC.

### Current Efforts to Diversify Faculty

Many colleges may have already implemented strategies for diversifying their faculty and/or begun delivering on their workforce diversity plan. A college may utilize an existing faculty diversity program and/or their workforce diversity plan if it meets the intent of the legislation and has proven successful in meeting the elements listed in Section 2, Objectives.

### Areas to Consider

#### Review of Policies and Procedures

As colleges begin to create and/or augment their faculty diversity program, it is critical to consider a review of policies and procedures that inform their current hiring practices. Below are some initial steps to consider:

* Identify existing policies or procedures needing review and/or update;
* Utilize a racial equity tool and/or rubric in the review;
* Engage DEI experts and other stakeholders in the review of policies;
* Assign a lead and establish a timeline to accomplish the review;
* Consider other DEI policies to create and/or adopt;
* Establish at least one measure of success for each policy and procedure, and clearly define any desired outcomes.

NOTE: Cross-departmental collaboration with human resources, diversity and equity officers, and executive leadership to establish college goals, timelines, and desired DEI outcomes is critical in building an effective faculty diversity program.

#### Implicit Bias Mitigation Training

Training faculty and staff on recognizing and mitigating implicit bias in the hiring process is a central element within a faculty diversity program. Implicit biases are prevalent throughout the employee life cycle, including outreach efforts, job announcements, application materials, selection for interview, interviewing processes, final selection, job offer, and onboarding and retention of new employees. Negative implicit biases can subtly interfere with the growth of a racially diverse and representative workforce.

Some points to consider in mitigating implicit biases through training:

* Establish a prioritization strategy for training implementation
  + Each college should train staff in the order that works for them and consider the impact individuals in different roles have on the hiring process. The list below is provided as an example:
    - Recruiters
    - Hiring supervisors/managers
    - Executive leadership, especially appointing authorities
    - Diversity and equity officers
    - Designees, i.e. subject matter experts, external panel members, students, etc.
* Research training materials that incorporate a developmental framework and quality DEI content.
* Establish a timeline to achieve 100% training completion.
* Create a training frequency that works for your college and incorporates ongoing learning.

#### Diversity Data Reviews

Reviewing college demographic/diversity data across the entire employee life cycle is an essential practice in developing a faculty diversity program.

See below for a list of possible areas and questions to consider in a demographic/diversity data review:

* Hiring processes
  + Are job postings written in a way that discourages certain groups of people from applying or believing they could be successful?
  + Are job qualifications truly necessary to be successful in the position?
  + Are the candidate pools as diverse as the student population?
  + What happens if there is insufficient diversity in the candidate pool at any stage or if a search has to be re-opened for some other reason?
* Applicants, interviewees, and new hires by race, ethnicity, gender, etc.
  + Are there steps or parts of the hiring process where candidates from certain groups are being screened out?
  + Are demographics collected on applicant pools, semi-finalists, finalists, those hired, those promoted or appointed internally, and committee composition?
* Promotions/turnovers by race, ethnicity, gender, etc.
  + Are there disparities in promotion and/or turnover?
  + In which departments or areas are promotional opportunities concentrated?
  + What opportunities for leadership development are provided? To whom?
  + How does the institution bring awareness of and work to counter the ways in which privilege and power are maintained and dominant culture reproduced through promotions?

### Conclusion

Research strongly suggests that having diverse faculty that are representative of the students they serve helps to foster a sense of belonging and supports an inclusive campus culture. The recruitment, retention, and development of faculty of color and other minoritized groups is a crucial strategy for building anti-racist learning environments, especially since students of color thrive when they can see themselves reflected in the college culture. It is important, then, that a racially diverse and culturally responsive faculty workforce is a key priority for supporting the success of our students.

The Washington State Board for Community and Technical Colleges endeavors to uphold its bold vision for leading with racial equity by working to dismantle racist policies and practices throughout the community and technical college system, and ensuring our students of color and other minoritized students reap the benefits that come with higher education: higher incomes, better health, and greater social and economic mobility that passes from generation-to-generation.

In order to uphold this commitment, colleges are encouraged to commit to practices that promote equity, diversity, and inclusion throughout all aspects of the recruitment, hiring, and retention of faculty of color and other minoritized faculty groups.

### Appendix

* [Multicultural Competency Interviewing Rubric](https://www.wvc.edu/students/support/diversity/Multicultural%20Competency%20Interviewing%20Rubric.pdf)
* [Multicultural Organization Development](https://drkathyobear.com/wp-content/uploads/2016/04/MCOD-handouts.pdf)
* [17 Steps in the Hiring Process](https://www.governor.wa.gov/sites/default/files/documents/DiversityEquityHiringandDevelopment_03-21-2019.pdf)
* [Oregon State University Search Advocacy program](https://searchadvocate.oregonstate.edu/)
* [Unconscious Bias in Hiring](https://ofm.wa.gov/sites/default/files/public/shr/HRleaddev/governnance/eocc/DiversityRR.pdf)
* [Tips for Rooting Out Hidden Bias](https://www.shrm.org/hr-today/news/hr-magazine/pages/1214-hidden-bias.aspx)
* [Harvard's Implicit Bias Association Test](https://implicit.harvard.edu/implicit/takeatest.html)
* [Workforce Diversity Directive - State HR Directive 20-02](https://ofm.wa.gov/sites/default/files/public/shr/Directives/WorkforceDiversityDirective.pdf)
* [Washington Law Against Discrimination](https://apps.leg.wa.gov/rcw/default.aspx?cite=49.60)
* [Title VII of the Civil Rights Act](https://www.eeoc.gov/laws/statutes/titlevii.cfm)
* [Executive Order 12-02 on Workforce Diversity and Inclusion](https://www.governor.wa.gov/sites/default/files/exe_order/eo_12-02.pdf)
* [Executive Order 13-02 on Improving Employment Opportunities & Outcomes for People with Disabilities in State Employment](https://www.governor.wa.gov/sites/default/files/exe_order/eo_13-02.pdf)
* [Executive Order 19-01](https://www.governor.wa.gov/sites/default/files/exe_order/eo_16-05.pdf%22%20%EF%BF%BDHYPERLINK%20%22https:/www.governor.wa.gov/sites/default/files/exe_order/19-01_VeteranAndMilitaryFamily%20.pdf) on Veteran and Military Family Transition and Readiness Support
* [HRMS Data Definitions Resource Guide](https://ofm.wa.gov/state-human-resources/workforce-data-planning/hrms-data-definitions/hrms-data-definitions-resource-guide)
* [Affirmative Action and Demographic Data Guide](https://www.ofm.wa.gov/sites/default/files/public/shr/Payroll/HRMSSupport/TrainingAndOLQR/DataDefinitions/AAandDemographicDataGuide.pdf)
* [Human Resources Management Report](https://www.ofm.wa.gov/state-human-resources/workforce-data-planning/hr-management-report)
* [RCW 41.06.530](https://apps.leg.wa.gov/rcw/default.aspx?cite=41.06.530) - Personnel resource and management policy—Implementation
* [WAC 357-01-015](https://apps.leg.wa.gov/WAC/default.aspx?cite=357-01-015) – Affirmative Action Plans
* [Affirmative Action Laws and Rules Applicable in Washington](https://ofm.wa.gov/state-human-resources/workforce-diversity-equity-and-inclusion/affirmative-action/affirmative-action-laws-and-rules-applicable-washington) from OFM State HR

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