
**Internal and External
Diversity Advisory Committees**

Recommendations

**Portland Community College
July 2005**

Submitted to the Board by:
Sylvia E. Welch
Director of Affirmative Action

Sincere gratitude and many thanks are herein given to the following for their time, commitment and contributions in making Portland Community College a more diverse institution:

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John Persen, Capital Projects, PCC
Vicki Nakishima, Retired Director of the Office of Multicultural Health, OR
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Isaac Dixon, VP, Human Resources, Unitus Community Credit Union
Cynthia Brooks, Attorney for the Juvenile Rights Group
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Introduction

Year after year the Affirmative Action Office presents to the District President and the Board of Trustees the annual Workforce Analysis. This report compares the Portland Community College workforce with relevant labor market availability data in order to monitor the results of the College's hiring practices. As with most colleges and universities around the country, this report indicates that the college has met its objective with limited success as our environment, faculty in particular, is not as diverse as we would like it to be.

Therefore, a more intentional approach to diversifying our workforce was deemed necessary. District President, Dr. Preston Pulliams, charged the Affirmative Action Director with convening an Internal Diversity Advisory Committee and an External Diversity Advisory Committee. Both Diversity Advisory Committees soon came to realize that the college must re-vision in order to 1) meet the needs of our students by diversifying the workplace; 2) meet the needs of our multiethnic communities and partners; 3) maintain a diverse image; and 4) further project diversity as inclusive excellence to the benefit of all concerned.

The committees have completed their work and the re-vision took into account the complexity of diversity issues and the affirmative action legal landscape. Also considered was the need for more than static ideologies that do not promote an ongoing comprehensive solution, and the difficulty of organizational change.

Another part of the re-vision looked at the branding or the image of the college internally and externally. Additionally, the dimensions of organizational culture (mission vision, values, traditions) and organizational behavior (systemic, bureaucratic/structural, political and symbolic) were considered.

The committee's work is complete and a number of strategies and recommendations that set achievable, practical measures rooted in institutional accountability are proposed

Overview

Diversity initiatives address the fact that this nation is predicated on the idea of equality for all. The lives and livelihood of our wonderfully diverse citizenry are now, more than ever, interwoven politically, socially, economically, and of course educationally. Portland Community College must be an institution that reflects that diversity. It must be reflected in our mission, our workforce, and in the preparation of our students, minority and majority, who expect their education to enhance their ability to become informed, employable, and productive citizens.

In the past, challenges regarding diversity were to bring the academy to the realization that diversity is necessary. That challenge, to a large extent, still exists today given the

duality of attitudes that diversity discussions engender: i.e. there is usually agreement that diversity is needed but the reasoning for doing so is often denied. So the case for diversity still must be made and communicated throughout the institution from the top down and the bottom up. The literature tells us that diversity, more than reflecting the demographics of a particular area, acknowledges the fact that we live in a global economy and that the education offered to our students needs to reflect that in its instruction and partnerships. The literature also informs us that socializing with and being instructed by people of ethnic and racial backgrounds different from ourselves promotes satisfaction with the college and contributes to academic development. In addition, diversity is necessary as it “offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals”. This is the stated mission of Portland Community College.

This mission is not new and the College leadership has publicly stated their commitment to diversity. Previous measures taken have been aimed at diversifying PCC’s workforce. Portland Community College has attempted to attract, hire, and retain a diverse workforce, particularly in the faculty ranks by employing various methods. We have attended recruiting “fairs” in states with large minority populations, advertised in specialized publications, conducted orientations to educate each internal hiring committee, hosted or sponsored community gatherings, and put on a number of events to bring diverse groups of people on the campuses. More recently, we have begun to hold cultural competency workshops for managers as well as review applicant statistical data in the hiring pools at different junctures in the hiring process. More is needed to undergird our efforts to provide an empowering environment for all rather than a limiting one as we move toward a more diverse institution. The above are things the College has tried with limited success therefore different approaches are warranted. New approaches will move us toward achieving a comprehensive institutional diversity plan while conveying that diversity promotes inclusive excellence. Diversity is about educational excellence and opportunity for all students, faculty/staff and administrators.

The recommendations from the Internal and External Diversity Advisory Committees follow. Five areas are addressed. They are:

- * Leadership, responsibility, and accountability
- * Recruitment and Retention of faculty and staff (including Part-Time)
- * Diversity Officer
- * Campus Climate
- * Curriculum development

The Diversity Advisory Committees submit this report to provide the Portland Community College leadership with recommendations and information that make the case for diversity and that move PCC internally and externally toward a more inclusive and rewarding environment. Such an environment will be necessary to foster a safe educational and professional climate “that encourages all individuals to realize their potential.”

The committees' recommendations should not be viewed as the end of our diversity efforts as they are not static and need to be reiterated, checked for omissions, and updated regarding the legal landscape. Both committees also stressed the fact that diversifying our workforce will not happen over night but will take steady, intentional thought, implementation, evaluation, and accountability to achieve an inclusive environment.

The next steps will be important as they include bringing the recommendations to the District President and his Cabinet for review and implementation. However, as diversity is often misunderstood and not without its critics, the committees stress the importance of the District President and the Cabinet creating an awareness for the need for transformational processes throughout the College.

RECOMMENDATIONS FROM THE INTERNAL DIVERSITY COMMITTEE

July 2005

The Internal Diversity Committee was charged with addressing one of District President Pulliam's key initiatives—the Educational Master Plan's call to “strengthen recruitment and internal development processes that will improve the college's ability to attract, hire, and retain a diverse faculty and staff.” The EMP envisioned the following activities:

- *Establish a task force (ad hoc) to identify areas of concern related to recruitment and retention of staff and to recommend measures to address these issues.*
 - *Conduct a review of the recruitment process (screening committees, 1:1 interviews, initial evaluation of applicants, personal contacts for outreach).*
- *Review methods for recruitment of part-time faculty pool.*

In addressing this priority, two advisory committees were established: an Internal Diversity Advisory Committee, consisting of college faculty, administrators, academic professionals, and classified staff; and an External Diversity Advisory Committee, consisting of community members.

This report includes recommendations from the Internal committee. Early on in the process, the committee divided itself into two subcommittees: one focusing directly on hiring issues, and one focused on strategies designed to enhance the campus climate in terms of cultural awareness and the value of diversity.

I. RECOMMENDATIONS FROM THE HIRING SUBCOMMITTEE

The Internal Diversity Advisory Committee has been charged with developing recommendations for increasing the number of faculty of color at Portland Community College. The Hiring Subcommittee has come up with a number of strategies, both short-term and long-term, in order to achieve that goal. The following are our initial recommendations.

1. Diversify the Part-Time Faculty Pool.

A review of the data shows that over 60% of the full-time faculty hired at PCC previously worked as part-time faculty at PCC. This makes sense, in that they are “known quantities,” who have demonstrated their ability and commitment to the college. Unfortunately, the percentage of part-time faculty who are of color is currently low, so the tendency to hire from within currently conflicts with our diversity goals.

The committee feels that the college should invest in long-term strategies for diversifying the part-time faculty pool. We will gain the benefit of having more of our classes taught by faculty of color. It will also have a positive impact on our ability to attract and hire diverse full-time faculty, who will have gained experience and “moved up” from the ranks of the part-timers.

There are several specific tactics to use in achieving this goal:

(a) Improved Tracking of Part-Time Faculty Hires. It is difficult to measure exactly how “un-diverse” the current pool of part-time faculty is, due to an ineffective database and years of communication gaps between Human Resources and individual departments. It is recommended that an “affirmative action audit” be conducted to figure out the baseline in order to effectively measure if the recommendations result in an increase to the number of faculty of color.

A further step would be to require departments to use the new, soon-to-be-launched part-time faculty database as the only “front door” to hiring part-time faculty. This will allow Human Resources to screen applicants for minimum qualifications, which will benefit the departments. It will also allow applicants to provide demographic information, which will help us in our affirmative action program. Individual departments from around the District can then draw upon a subject-area applicant pool to use at their discretion. This database will create a win-win solution for both HR and departments: it will allow HR to track the diversity of the part-time faculty more effectively, and the departments can screen and create a dependable pool of effective instructors to access at any time. The “front door only” policy will allow all qualified candidates into the pools, but not impede on the department’s ability to hire whomever they choose.

(b) Facilitate “Career Ladders” for Existing Staff. When looking for potential recruits into the ranks of part-time faculty, it makes sense for the college to look within the ranks of its existing staff. Current staff already understand the mission of the college, the nature and needs of our students; they most likely also have a high level of commitment to living in this region. PCC currently employs a number of staff of color, particularly in soft-money AP positions, who could, with appropriate mentoring, counseling, and additional coursework, successfully transition into part-time faculty positions (and then perhaps into full-time positions). The committee recommends that PCC’s Staff Development office work with Affirmative Action to develop a successful program to facilitate such transitions.

(c) Faculty Internship Program (Grow Your Own). The new “grow your own” faculty internship program will matriculate 3-5 graduate students and working professionals per year to gain teaching experience as a community college instructor. The program hopes to create a pool of qualified diverse instructors to teach part-time (and possibly full-time) at PCC.

(d) Additional Recruitment from the External Community. Another strategy is to host a series of gatherings for the general public who may be interested and qualified to teach, but may lack the understanding of how to get into the pools. The intent would be to introduce community members to the value and rewards of teaching in a community college such as PCC and the college's goals in developing our part-time pools. For those truly interested in teaching at PCC, follow-up programs (or one-on-one sessions) would focus on more specific topics, including the application process. This can also be the avenue in which previously unsuccessful candidates are given feedback. These seminars could be advertised to current networks of professionals of color, and the minority associations and chambers. Ideally, the seminars would be held at least once every year (ideally year round) and hosted by current faculty and deans/managers.

(e) Motivate Departments to Recruit Diverse Part-Time Faculty. Ultimately, increasing the pool of diversity of the part-time pool is the department's responsibility, with Affirmative Action and Human Resources working with current faculty/staff. Strategies for recruiting a more diverse part-time faculty will be elicited and shared at the Fall 2005 Faculty Department Chair Institute.

2. Improve the Strategies Used for External Hiring.

Our experience in hiring diverse candidates through the regular "block hire" process has been less successful than we would like. A review of hiring data showed that even when we are able to develop candidate pools with some diversity, candidates of color often drop out or are passed over at the hiring committee level for a variety of reasons. For legal reasons, committee members can not be told who the diverse candidates are, which sometimes creates an impediment to diversifying. In other cases, committees do not adequately recognize the importance of diversifying their departments. In addition, the way that "ideal-candidate" profiles are written can exclude potentially qualified candidates of color. We are recommending strategies for addressing these last two impediments.

(a) Creating a Campus Climate in which Diversity in Hiring Is a Key Value. Creating a campus climate in which diversity is valued and desired, as described in the Campus Climate section of this report, will help both to attract high-quality faculty to the college and will lead departmental hiring committees to make diversity a high priority.

The committee feels that a message from the district president about the importance of diversifying the faculty is a critical first step. He must share this vision and motivate faculty and staff to adopt it.

Next would be to hold the deans and managers responsible for promoting and retaining diversity in who they hire and how they are hiring them. Measurable accountability would be to incorporate a faculty diversity component into the template for SAC program and administrative review. Making the individual departments

accountable and assessing their hiring practices on an annual basis would keep diversity in the forefront.

Finally, through various activities on campus, along with the orientations for hiring committees, faculty can be led to a better understanding of the positive impact that a more diverse faculty will have on campus climate and student learning. The diversity committee can provide informational brochures and tools, as well as host forums through the TLC on how to look for diversity in the pools, not screen them out, and other information as requested on the topic.

(b) Adjusting the Ideal Candidate Profile. Current practice for many hiring committees requires a certain number of years of teaching experience in the ideal candidate profile. This practice may unnecessarily exclude candidates who have entered the college teaching profession through less traditional routes, and who would otherwise be qualified and effective instructors.

A re-write of the teaching experience requirement that avoids stating a specific number of years will allow more qualified candidates into the pools. A recommended statement for the District would be:

The ideal candidate will have experience that indicates an ability to be a highly effective instructor at Portland Community College. This experience can include teaching service as a graduate teaching assistant, a tutor, a trainer, a high school or university instructor, or other positions working directly with students as a teacher, in addition to (or in place of) teaching at a community college. The ideal candidate will demonstrate a willingness and ability to use the skills developed in those settings to meet the needs of PCC students.

Ultimately it is the hiring committee's responsibility to use the revised statement and not screen candidates out due to limited teaching experience. The committee chairs and departmental deans would also be key stakeholders in relaying the message and holding the committee accountable.

The revised statement could be utilized immediately and consistently monitored by HR and departmental deans to make sure the teaching requirement is not an obstruction to diversity.

(c) Diversifying the External Hiring Pools. Other strategic recommendations for external hires include partnering with other Oregon community colleges and four-year institutions to share our pools of part-time faculty. Create a listserv of national subscribers (which would include minority associations and graduate departments) to available positions at PCC, both full-time and part-time.

In addition, the committee recommends a program to tap the expertise, experience, and networks of our existing staff of color, in order to locate and attract

qualified candidates for our part-time and full-time pools. These candidates should then be recruited like “all star athletes” for available positions.

3. Make Direct Appointments More Workable and Effective for Diversity Purposes.

The Faculty Federation contract provides the college with a powerful tool for achieving its affirmative action goals: direct appointment. Direct appointment allows the hiring of qualified candidates of color outside of the normal hiring process, bypassing the usual advertisement procedure of a national search.

Though never intended to be the norm, direct appointment could certainly be used more than it has been. This is probably due to a lack of consistent understanding of when it could and should be used, along with a concern over how the direct-appointed faculty member would be received by his or her new colleagues. There is also a sense that direct appointment is being misapplied in situations that do not involve affirmative action.

The Committee feels that increase usage of the currently existing option would be a good tool for increasing faculty diversity. We feel that revision and clarification of the direct appointment guidelines will help promote the proper usage of direct appointment to increase the number of faculty of color, and will also help to limit usage for non-diversity purposes. We are therefore recommending a clarifying statement along the following lines:

Ideally, direct appointments for probationary appointments will be used when the following conditions are met:

- *In subject areas where there is documented under-representation.*
- *With candidates for probationary positions whose abilities and potential as a faculty member are known to Management through their work at Portland Community College (e.g., as part-time faculty or work in other job categories).*
- *When Management feels confident that these individuals could have been finalists in regular block-hire searches at PCC, and the departmental committee agrees.*
- *When the candidates have successfully undergone the same screening mechanisms as are normally required of block-hire candidates—e.g., responding to supplemental questions, conducting a successful teaching demonstration, being interviewed by a subject-area screening committee, and being interviewed by the hiring manager.*

- *Those hired through direct appointment will serve the same probationary period as employees hired through an advertised search.*
- *If an employee hired through direct-appointment into a new position is not successful in receiving continuous appointment, the position will remain (assuming sustained enrollment and adequate college funding).*
- *Direct appointment can also be used for full-time temporary appointments. In these cases, the candidate need not have worked at PCC prior to direct appointment.*

Holding campus presidents, deans and managers accountable for the use of direct appointments is key to its effective (and legal) usage.

Human Resources and Affirmative Action should track these statistics on an annual basis and the numbers should be monitored for effectiveness in increasing diversity.

4. Improve Retention of New Faculty, Especially New Faculty of Color, Through Successful Mentoring.

It is not enough for us to attract and hire minority faculty; we must also make sure that they are successful in transitioning into their work at PCC. The overall climate at PCC needs to be addressed when it comes to retention, but for faculty in particular the committee feels that more support for new faculty of color is needed. Establishing a mentoring system, with the ability for new faculty to choose their mentors, would help retain qualified faculty. A successful mentoring system that will provide adequate support for both mentor and mentee should be developed.

II. RECOMMENDATIONS FROM THE CAMPUS CLIMATE SUBCOMMITTEE

The members of the Campus Climate Subcommittee focused on ways to enhance Portland Community College's ability to be a safe and inclusive institution where the value of diversity is prominent. If we want to attract and retain a high-quality, diverse staff, we need to make PCC a place where individuals of color feel welcome, nurtured, and valued.

The Committee feels that the value of diversity needs to be a continuous priority, starting with the District President, but diffused throughout the organization. Our recommendations are intended to prepare the college and all college employees to effectively serve the needs of communities of color. We have identified four key

recommendations, along with timelines, assessment tools, and resources needed for success.

1. Create a Diversity Officer for the District.

The creation of a diversity officer allows PCC to be proactive by placing diversity in the forefront. The office will help to restructure the formal organizational environment into realizing that “diversity is educationally important to all students and not simply students of color.” Duties of the office include guiding, monitoring, and supporting diversity activities throughout the district by providing a framework for the organization of units in terms of people, strategy, structures, lateral coordination processes and approaches to dealing with change. It moves the institution from a symbolic, bureaucratic structure to a systemic one. This must be a separate position from the Director of Affirmative Action, who needs to focus on the legal enforcement of PCC’s Affirmative Action and Non-Harassment program.

2. Create an Advocacy Board to Review and Advance Diversity at Each Campus.

Each campus will form an advocacy board that brings together the campus leaders who represent the College at all levels and community members to establish annual diversity goals for the campuses, creating formal and informal means of reviewing campus climate. The advocacy boards will help the Diversity Officer identify key issues for coalition building. It will partner with other campus groups (e.g., ASPCC, TLC, Multicultural Center, Women’s Resource Center, Staff Development) to offer regular educational opportunities around diversity.

The boards will contribute to creating, maintaining, and publishing a district-wide diversity events calendar for the College. They will scan the physical environment, including, but not limited to: marketing media, photographs, portraits and building decor of each campus for items that impede on the diversity mission or are not reflective of the PCC community. Additionally, they will ensure that PCC is an institution that projects itself as a diverse and inclusive environment.

The advisory boards will be charged with meeting regularly to review and hold the institution accountable for making continuous progress in the area of diversity. The boards may need to partner with Institutional Research and/or other departments to gauge the demographics of the College and to design an effective campus climate survey for measuring effectiveness of the diversity programs. Its assessment and recommendations will be communicated in an annual report.

Existing campus financial resources will need to be augmented in order to create vigorous, exciting programs that introduce staff (including part-time faculty) to cultural information and issues, challenge unconscious stereotypes, and to explore methods to better address the needs of a student population that is increasingly diverse.

3. Further the Curriculum in Fostering Diversity.

Preparing student to become effective members in the community workforce goes beyond teaching the mechanics of subjects. An effective worker is expected to have the ability to understand and communicate with a diverse population. In creating and preparing students to enter the workforce we must continue to foster diversity in the curriculum.

Holding faculty accountable for engaging students in diversity and integrating diversity into the curriculum is not only part of the Educational Master Plan and CCOGs, but key to preparing students to become effective members of the community. A quality education can only be enhanced by diverse perspectives; therefore the curriculum should reflect the inclusive environment of PCC and the community.

Forums through the TLC, SAC, EAC and Staff Development can provide ideas and learning opportunities for faculty to integrate diversity into the curriculum. Deans and managers should support faculty by encouraging them to create an inclusive curriculum and monitor their successes through assessments.

4. Build Continuous Personal and Professional Development around Diversity into the Assessment Process for Each Member of the PCC Workforce.

The assessment/evaluation processes for PCC's employees are designed to monitor and support the individual growth necessary to assure excellent service and student success. Guaranteeing student success and excellence in service requires every employee to be able to work effectively with students and colleagues from diverse backgrounds and cultures. It is important that cultural awareness be an important element in every evaluation, for every employee group and at every campus.

The assessment article of the Faculty/AP contract already requires faculty and academic professionals to be assessed on their efforts to foster cultural awareness and diversity (Article 7.311). The Classified assessment form mentions a "respect for diversity" under Interpersonal Relationships, and the Management/Confidential assessment form lists "fostering diversity in the work place" as one of eleven components. However, the extent to which these requirements are being followed is unknown.

HR and an ad hoc task force will develop strategies to bring the fostering of diversity and cultural awareness to the forefront of assessments and professional development plans. HR and Affirmative Action will hold trainings for managers specifically designed to stress the importance of this criterion.

Portland Community College Business Case

Branding Diversity

Clearly the growth and requirement for continual education is predicted to center in enrollment in community colleges. Portland Community College as a competitive educational institution must differentiate itself as an innovative institution providing the highest standards of quality education. The strategic and tactical short range plan to increase market share in the competitive Portland educational market must include Diversity.

In order to brand and differentiate the institution the organization must be recognized as a going concern that welcomes, honors and celebrates Diversity as a philosophy at all levels.

As the student enrollment becomes exponentially diverse so must the College to mirror its student population. This window must mirror Diversity in its faculty, management and employment. This must include, as a business strategy, contracting opportunities for Minority and Women owned firms to competitively bid for contracts on construction projects and procurement of awards for technical and professional services. As a good business practice, an aggressive and measurable public relations program must be developed to demonstrate the Diversity philosophy to the external community.

The viability of Portland Community College is only as strong as the synergy of its “Diversity” as branded throughout all aspects of Portland Community College and Portland community as follows:

- Communicate the Vision, Mission, Values and a formal philosophy of Diversity as a strategy to all employees.
- The ultimate accountability is at the seat of the District Officer of the College.
- Establish concise, measurable and concrete Diversity objectives that are generated into the general business objectives of the College commensurate to performance reviews and compensation.
- Institute formal Diversity Training programs for the Board of Directors, management, faculty, employees, student orientation and new hires to ensure Diversity is a formal culture of the College.
- Develop a strategic and tactical faculty and student Recruitment, Retention, Mentoring and Monitoring program for people of color and women. Include the following:
 1. Scholarships for Minority Students
 2. Partner with high schools with high minority enrollment
 3. Create workforce internships for minority students
 4. Partner with professional organizations, employers and minority Chamber of Commerce in locations contiguous to the College
 5. Assign Campus Diversity Adopters and Champions to convey the College Diversity initiative and agendas
- Ensure Diversity is represented at the Board, Advisory Groups and Community Outreach Committees that are visible to the general public. Demonstrate the College Diversity message and leadership identity through community participation and partnering with community Diversity group advocates.

- **Ensure Campus newsletters include articles that celebrate and demonstrate Diversity and accomplishments of people of color and women.**
- **Establish and enhance Campus environments that are visibly inclusive, celebratory and a welcoming environment to Diversity at all levels.**
- **Maintain Affirmative Action, Equal Employment Opportunity and Diversity policies, procedures and processes that combat racism, discrimination and cultural exclusiveness in areas of the College.**
- **Include District Officer evaluation of Campus Presidents Diversity goals and objectives action plans and expected outcomes in quarterly, semi-annual and annual performance reviews and evaluations.**
- **Create and endorse standing Diversity Outreach committees at all Campuses that report to Campus Presidents.**
- **Establish and communicate College contracting and procurement opportunities for Minority and Women owned business that are targeted for construction projects, technical and professional services.**
- **Establish Diversity attitudinal surveys and questionnaires to determine cultural and Diversity acceptance at all Campuses.**

Diversity Mission Statement

PCC achieves educational excellence by being accountable and committed to achieving diversity. Through leadership, staff, student body, educational programs and business opportunities that serve the community, it acts as a model for others to follow.

- Recruit, hire and retain a diverse and qualified faculty and staff.
- Recruit and retain a diverse student population.
- Build a critical mass of culturally competent employees.
- Expand economic opportunities to include the utilization of under represented businesses.
- Create partnerships and relationships that are inclusive of all segments of the community.
- Design, maintain and review all programs to ensure their relevancy to the diversity objectives.
- Measure outcomes and publicize results.

Diversity Advisory Committee Recommendations for Hiring at PCC

The Internal Diversity Advisory Committee has been charged with developing recommendations for increasing the number of minority faculty members at Portland Community College. The Hiring Subcommittee has come up with a number of strategies, both short-term and long-term, in order to achieve that goal. The following are our initial recommendations.

Recommendation 1: Diversify the Part-Time Faculty Pool

A review of the data show that over 60% of the full-time faculty hired at PCC previously worked as part-time faculty for PCC. This makes sense, in that they are “known quantities,” who have demonstrated their ability and commitment to the College. Unfortunately, the percentage of part-time faculty who are of color is currently low, so the tendency to hire from within currently conflicts with our diversity goals.

The committee feels that the college should invest in long-term strategies for diversifying the part-time faculty pool. We will gain the benefit of having more of our classes taught by faculty of color to help reflect the demographics of our students. It will also have a positive impact on our ability to attract and hire diverse full-time faculty, who will have gained experience and “moved up” from the ranks of the part-timers.

<i>Strategies</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
❶ Improved Tracking of Part-Time Faculty Hires	❶ Conduct an “affirmative action audit” to provide a baseline of demographics for current part-time faculty. ❷ Use the new part-time faculty database as the only “front door” for hiring to allow effective tracking by HR and dependable pools for departments.	❶ Baseline audit will provide the College with current demographics for part-time faculty and usage of the “front door only” policy will allow effective monitoring of our progress.	❶ Affirmative Action audit to be conducted by Nov. 2005. ❷ Apprise Deans of “front door only” policy and training on new database by Jan. 2005.	❶ Funding and resources for affirmative action audit. ❷ Support of Deans/Managers/Departments to provide baseline demographics and usage of new database. (The new database has been funded and will be maintained through Staff Employment in HR.)
❷ Facilitate “Career Ladders” for existing staff	❶ Staff Development surveys and conducts seminars for current APs and staff to solicit interest in being part of a professional development program to become faculty, program may mimic grad. student program.	❶ Track and review APs who participate in the program’s effectiveness into becoming qualified and viable instructors.	❶ Survey of interested APs to be conducted in Fall. 2005. ❷ Program effectiveness to be review on annual basis.	❶ Reallocation of existing staff development funds to provide stipends and release time. ❷ Sufficient interest from APs. ❸ Support from current faculty as mentors and advisors. ❹ Department support to hire APs as PT instructors
❸ Faculty Internship Program “Grow Your Own”	❶ 3-5 graduate students per year will gain experience in teaching as part-time (and possibly transition to full-time) instructors ❷ 2005-06 applicants are currently being solicited and reviewed by Alice Jacobson and Sylvia Welch	❶ Track and review all interns to measure program’s effectiveness into turning graduate students into qualified and viable full-time instructors.	❶ 2005-06 interns to begin program in Aug. 2005. ❷ Program effectiveness to be review on annual basis.	❶ Continued funding support for this program as outlined by A. Jacobson & S. Welch. ❷ Current faculty support of interns to mentor and advise. ❸ Department support to hire APs as PT instructors
❹ Additional recruitment from the external community	❶ Hold seminars on how to get into pools, and a series of specifics on getting hired at to teach at PCC. ❷ Advertise the seminars to current network of professionals of color, and minority associations and chambers.	❶ Monitor seminar attendance and interest of participants.	❶ Solicit and advertise seminars by Aug. 2005. ❷ Hold seminars on at least an annual basis, ideally quarterly.	❶ Funding for advertising and conducting seminars. ❷ Support of Deans/Managers to conduct seminars and hire interested and qualified professionals. ❸ Department support to hire a diverse pool and provide feedback to candidates.

Recommendation II: Improve the Strategies used for External Hiring

Our experience in hiring diverse candidates through the regular “block hire” process has been less successful than we would like. A review of hiring data showed that even when we are able to develop candidate pools with some diversity, candidates of color often drop out or are passed over at the hiring committee level for a variety of reasons. For legal reasons, committee members can not be told who the diverse candidates are, which sometimes creates an impediment to diversifying. In other cases, committees do not adequately recognize the importance of diversifying their departments. In other cases, the way that ideal candidate profiles are written can exclude potentially qualified minority candidates. We are recommending strategies for addressing these last two impediments.

<i>Strategies</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
<p>❶ Creating a campus climate in which diversity in hiring is a key value.</p>	<p>❶ District President should send a clear and distinct message about the importance of diversity and diversify the faculty as an institutional mission. ❷ Deans and managers share President’s message and take responsibility for hiring and retaining a diverse faculty/staff. ❸ Incorporate a faculty diversity component into the template for SAC and administrative review of programs. ❹ Hold individual departments accountable for their hiring practices ❺ Provide orientations, forums and tools to committees and faculty on the value of diversity and how to hire for diversity.</p>	<p>❶ Continue the Affirmative Action & Human Resources review of hiring pools for diversity. ❷ Review managers and deans effectiveness in promoting diversity in their departments through assessments. ❸ Review the annual Workforce Analysis Report compiled by Affirmative Action and Human Resources.</p>	<p>❶ Message from District President at Manager’s meeting by Inservice 2005. ❷ Relay message to SACs in Fall 2005. ❸ Review departmental effectiveness annually. ❹ Conduct forums and provide tools by Fall 2005 and also throughout year. ❺ Reiterate message by having it as the theme of Inservice 2006.</p>	<p>❶ Consistent message regarding the importance of diversity throughout College by District President, Board of Trustees, Deans and Managers. ❷ Funding to create tools and hold orientations.</p>
<p>❷ Adjusting the Ideal Candidate Profile</p>	<p>❶ A revision of the statement used for teaching experience for the district has been constructed by the diversity committee. ❷ The revised statement should be the preferred statement used to hire for faculty positions.</p>	<p>❶ Review of requisitions for hiring by HR to ensure statement is used. ❷ Deans monitor committees to ensure they are not screening out candidates for limited teaching experience.</p>	<p>❶ Revised statement should be used consistently and immediately for open faculty positions.</p>	<p>❶ Deans, Managers and hiring chairs to understand that requiring specific years of teaching experience may be an obstruction to diverse candidates.</p>
<p>❸ Diversify the External Hiring Pools</p>	<p>❶ Partnering with other Oregon Community Colleges & 4-year Institutions to share pools for PT faculty. ❷ Creating a listserv of national subscribers including minority associations and graduate departments for all available positions. ❸ Look for alternative methods of advertising such as on-line sites, graduate advisors, and other non-traditional means such as tapping existing staff of color for their networks.</p>	<p>❶ Continue Human Resources’ tracking of database. ❷ Monitor pools for diversity.</p>	<p>❶ By end of Fall 2005.</p>	<p>❶ Funding for advertising in alternate sources if over and above current advertising allotment. ❷ A contact person who can partner with the other Oregon Community Colleges.</p>

Recommendation III: Make Direct Appointments more workable and effective for diversity purposes.

The Faculty Federation contract provides the college with a powerful tool for achieving its affirmative action goals: direct appointment. Direct appointment allows the hiring of a qualified minority candidate outside of the normal hiring process, bypassing the usual advertisement procedure of a national search.

Though never intended to be the norm, direct appointment could certainly be used more than it has been. This is probably due to a lack of consistent understanding of when it could and should be used, along with a concern over how the direct-appointed faculty member would be received by his or her new colleagues. There is also a sense that direct appointment is being misapplied in situations that do not involve affirmative action.

The Committee feels that increase usage of the currently existing option would be a good tool for increasing faculty diversity. We feel that revision and clarification of the direct appointment guidelines will help promote the proper usage of direct appointment to increase the number of faculty of color, and will also help to limit usage for non-diversity purposes.

<i>Strategies</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
<ul style="list-style-type: none"> ➊ Increased usage of the currently existing option would help to increase faculty diversity 	<ul style="list-style-type: none"> ➊ Disseminate the clarifying statement on the proper usage of direct appointments to College. ➋ Holding campus presidents, deans and managers accountable for their use of direct appointments for diversity purposes. 	<ul style="list-style-type: none"> ➊ Human resources and Affirmative Action continue to track statistics on an annual basis. 	<ul style="list-style-type: none"> ➊ Present direct appointment statement to College by Fall, 2005. ➋ Usage of direct appointment and guidelines statement be applied consistently and immediately. 	<ul style="list-style-type: none"> ➊ Campus presidents, deans, managers and all who hire be monitored for effective use of direct appointments.

Recommendation IV: Improve retention of new faculty, especially new faculty of color

It is not enough for us to attract and hire minority faculty; we must also make sure that they are successful in transitioning into their work at PCC. The overall climate at PCC needs to be addressed when it comes to retention, but for faculty in particular the committee feels that more support for new faculty of color is needed. Hiring a diverse faculty without measures in place to retain quality faculty negates the efforts of becoming a diverse learning environment.

<i>Strategies</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
<ul style="list-style-type: none"> ➊ Establish a mentoring system for new faculty, especially new faculty of color that will provide adequate support for both mentor & mentee 	<ul style="list-style-type: none"> ➊ Create a formal mentoring system that will help new faculty adjust to PCC. ➋ Allow new faculty to choose their mentors to ensure their transition to PCC meets their needs. 	<ul style="list-style-type: none"> ➊ Track new faculty through assessments and reviews to gauge their perceptions of PCC. 	<ul style="list-style-type: none"> ➊ Give the option of mentoring new faculty at the New Faculty Institute in Sept. 2005 ➋ Establish a formal mentoring program by New Faculty Institute 2006. 	<ul style="list-style-type: none"> ➊ Resources and training for current faculty to be effective mentors. ➋ Resources for new faculty to help them adjust to PCC ➌ Designate a coordinator to ensure effectiveness

Diversity Advisory Committee Recommendations for Climate at PCC

Value of Diversity needs to be a continuous priority, starting with the president, but then down throughout the organization to:

- Create a safe and inclusive institution where the value of diversity is prominent
- Prepare the college and all college employees to effectively serve the communities of color.

Recommendations I: Create a Diversity Officer for the District.

<i>Strategy</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
Creation of a Diversity Officer for the district to oversee diversity.	<ol style="list-style-type: none"> ❶ A Diversity Officer position to be created that reports to the District President. ❷ Officer guides, monitors and supports diversity activities throughout district. ❸ Systematically deals with diversity and change. ❹ Oversees the diversity advisory board and works with departments to develop action plans. 	<ol style="list-style-type: none"> ❶ Allow officer to assess climate and enact changes. ❷ Officer will report to District President 	<ol style="list-style-type: none"> ❶ Job description and recruitment by end of Fall, 2005. ❷ Diversity Officer hired by Jan. 2006. 	<ol style="list-style-type: none"> ❶ Funding for position. ❷ District support including President and managers to assist in officer effectiveness.

Recommendations II: Create a diversity advisory board to review and advance diversity at each campus.

<i>Strategy</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
Have a group monitor and advance diversity at each campus.	<ol style="list-style-type: none"> ❶ Form advisory board with community members and representatives from all areas of campus- who may volunteer, but are appointed by campus presidents and overseen by diversity director to establish annual goals for campus. ❷ Create formal and informal means of monitoring campus climate. ❸ Partner with other campus groups to offer regular educational opportunities around diversity. ❹ Create, maintain, and publish a district wide diversity events calendar. ❺ Scans physical environment and ensures that PCC projects and exudes inclusiveness. 	<ol style="list-style-type: none"> ❶ Advisory board is formed and meets regularly. ❷ Action plan is established and published. ❸ Instruments are developed and climate measures carried out on each campus. ❹ At least 4 officially designated diversity learning events (workshops, guest speakers, etc. focused on racial and ethnic diversity) are held on each campus each year. ❺ Many (all?) college publications include diversity events calendar and reports on recent diversity events. 	<ol style="list-style-type: none"> ❶ Committee formed by end of Sept. 2005. ❷ Action plan by December 1, 2005 . ❸ End of fall 2005 campuses post diversity learning events. ❹ End of spring 2006 a report is published. 	<ol style="list-style-type: none"> ❶ Administrative mandate (Diversity Officer). ❷ Administrative staff support person for each campus committee. ❸ Institutional Research support for each campus committee and stipends for faculty/staff to review existing demographics. ❹ Funding (new funds as well as commitment of existing funding sources like TLC, student activity fund, etc., Campus presidents' discretionary funds)

Recommendations III: Further the Curriculum in Fostering Diversity

<i>Strategy</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
Ensure the curriculum is actively fostering diversity.	<ul style="list-style-type: none"> ● Host forums through the TLC, SAC, EAC and Staff Development on integrating diversity into the curriculum. 	<ul style="list-style-type: none"> ① Review student evaluations and surveys on diversity in curriculum ② Review faculty assessments on diversity in curriculum. 	<ul style="list-style-type: none"> ① Host forums in Fall and Winter 2005. ② Review curriculum for diversity end of 2006/07 academic year ③ Assess faculty in 2006/07 	<ul style="list-style-type: none"> ① Funding to host and research ways of integrating diversity into curriculum. ② Faculty support of integrating diversity and the value of integrating into the classroom. ③ SAC, EAC and deans/manager support.

Recommendations IV: Build continuous personal and professional development around diversity into the assessment process for each member of the PCC work force.

<i>Strategy</i>	<i>Implementation</i>	<i>How do we measure effectiveness?</i>	<i>Timeline</i>	<i>Resources Needed</i>
Build continuous personal and professional development around diversity into the assessment process for each member of the PCC work force.	<ul style="list-style-type: none"> ● HR, all managers, and all others who carry out assessments start the process, but all employees need to buy in for this to work. 	<ul style="list-style-type: none"> ① HR and Diversity Task Force bring fostering diversity and cultural awareness to the forefront of assessments (per faculty contract section 7.311, the performance component in manager/confidential & interpersonal relationships in the classified assessment). ② HR and Aff. Action Director hold trainings for managers. 	<ul style="list-style-type: none"> ① Advise managers no later than start of fall term 2005. ② Trainings held 2006-07 academic year. ③ Initial incorporation in assessments by May 2006. 	<ul style="list-style-type: none"> ① Negotiation team will need information and training about such contract provisions. ② Staff support and HR personnel time for a special task force. ③ Funding for sufficient trainings to reach all managers. ④ Designated funding, especially for part-time faculty to attend events.