

The Evergreen State College
Equity and & Inclusion Council
2016-2017 Strategic Equity Plan

November 11th, 2016

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The Evergreen State College
Equity & Inclusion Council
2016-2017
Action Plan

“Commitment to equity begins with the conviction that all students who have completed high school deserve the opportunity to attend college and to obtain an education that will prepare them well for work, life, and citizenship.”

AACU Board Statement on Diversity, Equity, and Inclusive Excellence, June 27, 2013

Mission and Vision Statement

"The Council has listened to the concerns of students, staff, and faculty from historically underserved communities. Their experiences place faces and names to the equity gaps that exist on our campus. We are therefore compelled and committed to take actions that improve outcomes for the most underserved members of our community. Over the course of the 2016-17 academic year, we are proposing a paradigm shift, grounded in the College's long-standing diversity efforts, to an institution-wide approach that establishes a culture of inquiry, grounded in equity, aimed at supporting the success of all our students."

Equity in higher education refers to creating opportunities for equal access and success among underserved student populations, such as students of color and low-income students. In the post-secondary education research community, equity is defined in three ways: representational equity, the proportional representation of underserved populations within the student body and also the representation of underrepresented faculty and staff at all levels of the institution; resource equity, which takes into account the educational resources that are directed at closing equity gaps in student learning and student success; and equity-mindedness which involves institutional leaders (faculty, staff, and administration) demonstrating an awareness and a willingness to address equity issues. The objective of the Equity and Inclusion Council (formerly known as the Diversity and Equity Council), as outlined in President George Bridge's charge, is to "[advance] Evergreen's commitment to and aspirations for greater equity, diversity, and inclusion of under-represented populations in our campus community" through the development of "proactive, strategic, and sustained initiatives for progressive institutional change."¹

As a Council, we offer the following recommendations in the hopes of promoting more equitable practices in all of the above areas by transforming our current systems of governance, campus-wide education, and faculty and staff hiring development. We also propose a broader use of data to determine and assess our equity goals, as Evergreen strives to become a more student-ready college.

Humbly submitted,
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¹ See Appendix A for the Presidential Charge for the Diversity and Equity Committee.

Background and Need

As we look back to the early years of Evergreen, in the 1970s, it seemed there had always been a need to further explore how faculty, staff and students were reaching the needs of all students enrolled on the campus. Students of color began to openly question whether they were represented in and out of the classroom. As a response they formed the Third World Coalition, which is currently the First Peoples Multicultural Advising Services office. Several college-wide committees were formed to investigate and begin to try and address the gaps that students were experiencing in the classroom. Calls for mandatory anti-oppression training for faculty were also requested.

Since then, many efforts campus-wide have been aimed at addressing these same gaps, for example the Tacoma program, Native Programs, First Peoples Multicultural Advising Services, TRiO Student Success, Upward Bound, Veteran's Resources Center, as well as the 2006 Diversity DTF which spawned the Diversity and Equity Standing Committee – our functional equivalent until President Bridges March 2016 charge and the creation of the Diversity and Equity Council, now named the Equity and Inclusion Council.

The prior inclusion/diversity work is ongoing and is also included in other current campus work. Its influence can be seen in: Summer Institutes, the work of the Faculty Agenda Committee, the Washington Center and various Curriculum DTF's along with an array of faculty, staff and student initiatives. As a nod back to our history, still we hear requests from staff, students and faculty to implement mandatory anti-oppression training for faculty.

Nevertheless, a review of our quantitative and qualitative institutional data, including student voices (most recently, the formal requests of Trans and African American students) makes clear that equity gaps persist. In order to close these gaps, the Council suggests, that the College move from a diversity agenda focused on intercultural understanding to an equity agenda, an agenda that recognizes the existence of equity gaps and strives to close them. Despite the presence of existing programs, more faculty, staff and services are needed across the college to support students at the undergraduate and graduate levels in their educational pathways.

This action plan for 2016-2017 represents the Council's recommendations for the coming academic year to begin this ongoing process of achieving equitable outcomes.

Content Goals:

- Create a campus-wide equity agenda that focuses on addressing gaps in student learning and student success equity as an institutional priority.
- Restructure college resource allocation (time, money, policies, work units, information streams, personnel) to support an equity agenda.

Process Goals:

- Build and sustain a college-wide culture of inquiry focused on student learning and student success.
- Align what we say we are about (Evergreen's mission & vision statements) to what we actually do (learning outcomes for students)

Outcome Goals:

- Continue the process of working with faculty in defining college-wide student learning outcomes tied to the Six Expectations which can continue to serve as a collective guide for curriculum planning and for assessing student learning.

- Create equitable learning opportunities for student success tied to the Six Expectations for underserved student groups on our campus.
- Improve the College’s capacity to engage student services professionals, faculty, and students in collaborative dialogue in order to strengthen students’ success and overall Evergreen State College experience.
- Improve the equity in students’ experiences of engagement in their learning, confidence in their education to help them attain their goals, sense of meaning and purpose in their work, and a positive social climate

Equity Goals:

- Our equity goal, simply put but not simply achieved, is **to substantially improve the experiences of underserved students on our campus so that we close equity gaps in student learning and student success.** An “equity gap” is an inequitable difference—read “worse”—between the experiences, opportunities, and/or outcomes of underserved students. We choose “underrepresented” and “underserved” with intention, in recognition of the power of language to name the problem as one of historical exclusion from ‘the academe’ and its power and resources, eschewing language that sources the problem as the students themselves (“at risk”) or in a negative light (“minority”).

At Evergreen there exists an equity gap in the experiences of underserved students. This is best understood as a collection of multiple, multi-faceted equity gaps that express the differential, inequitable experiences, opportunities, and outcomes of students whose collective identities have been neglected, under-resourced, and marginalized in higher education generally and at Evergreen specifically.

At Evergreen, the Equity Council has studied and taken note of several equity gaps on our campus, notably:

- **Retention:** Fall to Fall retention rates for Olympia Undergraduates: Native American/Alaskan Native and Black/African-American students had lower retention rates, as did LGBTQQ students and students with reported disabilities. The most important factors underserved students cite for why they leave Evergreen include (after financial reasons): not learning what is important to them and not feeling that they fit in at Evergreen.
- **Confidence data:** Surveys taken by new students at the beginning and end of their first year reveal steep drops in confidence: (a) for students of color that they will develop skills and expertise in a specific field/fields; (b) for students of color and low-income students that they will be able to pursue graduate/professional education if they decided to in the; (c) for students of color and first generation students that they will be able to find a satisfying job or make a desired career change after graduation.
- **Satisfaction with their education:** (Student Experience Survey): Low-income students had significantly lower mean levels of satisfaction with interdisciplinary approaches to learning, and with seminars as a way to learning; Black students had less satisfaction with their progress in achieving their goals, and with the level of respect they felt from other students.
- **High Impact Practices:** National Survey of Student Engagement (NSSE) 2014 data: Native American students and Asian students were significantly less likely to have engaged in High Impact Practices (HIPs) such as internships, learning communities, and capstone projects. In contrast, Latinx students report high levels of engagement with internships and learning communities, and lessons can be gleaned from these areas of success.

- **Demands of Student Groups: Black Focus and Trans Students**
 - Trans Student Demands for a Safer Campus: Faculty collect, regularly use, and have mandatory training on pronoun usage, as well as staff and faculty training on systematic oppression and allyship to trans students; more gender neutral bathrooms; student-led bias response team with paid positions.
 - Black Focus Demands mirror those named nationally: Increased diversity of professors, required diversity training, fund cultural centers, require classes for students, increase diversity of students.

- **Assessment of transcribed Academic Statements:** low-income students and African American students had statistically significant lower scores on measures of written English than did white students and students from families that were not low-income.

Interventions and Strategies to Address Equity Goals:

This section outlines a set of strategies for meeting the equity goals that are tied to four areas of institutional structure and work: (i) Hiring a Vice-President for Equity & Inclusion and developing a new Division of Equity and Inclusion that will enable us to implement coordinated and effective college-wide strategies toward addressing equity goals; (ii) Engaging our college in on-going campus dialogues around equity; (iii) Prioritizing and coordinating ongoing inquiry-oriented faculty development to examine and refine practices that contribute to three areas of students’ experiences: learning, connections to campus, and confidence that the educational opportunities they experience at Evergreen are meaningful in the context of their lives; (iv) Structure our work in ways that make sure we attend to both equity goals for faculty hiring and equity goals for on-going faculty development for all faculty.

The following section outlines a set of strategies within each of these areas and provides a brief rationale for how they contribute to attaining the specific equity goals around students learning, connections to campus and confidence in their education.²

Hiring a Vice President for Equity and Inclusion

In order to implement a coordinated and effective campus wide equity strategy, work has started on the hiring of a VP for Equity and Inclusion and the development of a new division of equity and inclusion that may include academic support services for underserved students, faculty development, a teaching and learning center, along with oversight of equitable recruitment, hiring, retention, and training of faculty and staff, including anti-bias training.³

In terms of the specific equity goals, the VP would shepherd the campus in re-centering Evergreen’s approach to teaching, learning, and support services on student needs in order to effectively address three areas of students’ experiences: student learning, students’ connections to campus, and students’ confidence that the educational opportunities they experience at Evergreen are meaningful in the context of their lives. With this as the primary purpose of the position and in light of the equity gaps highlighted in this Plan, we build capacity in all of our employees for teaching and supporting students and for hiring and retaining a more diverse employee group. We begin the working of tangibly infusing equity and inclusion premis and principles into all aspects of College business.

The Council researched administrative positions at colleges to determine the scope of the range of the responsibilities for this newly created position of Vice President of Equity and Inclusion as well as the development of a division for Equity and Inclusion. Based upon this research, the Council recommends

² See Appendix B for 2016-17 Equity and Inclusion Council organizational chart.

³ See Appendix C for full Recommendations to the President from the Vice President Search Committee.

an organizational/structural change that situates this VP to have the capacity and institutional support to place equity at the center of the on-going work here at Evergreen. In addition, we recommend that this new structure/division provide direct lines of communication to, and/or a dotted-line reporting structure to the new VP among offices within both Academics and Student Affairs including:

- First People’s Multicultural Advising
- TRiO
- Upward Bound
- Access Services
- Veterans Services
- Affirmative Action/Equal Opportunity Office
- Title IX administration
- Trans and Queer Center (TQC)
- New Teaching and Learning Center
- Human Resource Services (HRS)
- Faculty Hiring

Campus-Wide Initiatives

At The Evergreen State College relationships are important. Relationships between students, students to faculty, staff to students, and faculty to faculty, to name a few. Since relationships are an integral part of our college, the question becomes how can we (Equity Council) leverage this strength of the college to enhance the College’s understanding of what it means to move from a diversity agenda to an equity agenda? In what ways can we involve faculty, students, staff, and administration in respectful dialogue where concerns, suggestions, and strategies for action are taken seriously?

As a Council, our aim for the 2016-2017 academic year is to engage our college in on-going campus dialogues around equity.⁴ We believe that our campus-wide initiative “Coming Together: The Struggle Continues” supports our work in the following manner:

- Refines our understandings of the issues and helps generate solutions;
- Builds support for efforts already in place and for developing new programs; and
- Forges new community relationships and strengthens existing partnerships.

The Coming Together series for the 2016-2017 academic year will build upon the themes from the 2015-2016 academic year. Last academic year the series centered most of its content on equity, race, and student outcomes. The initial Coming Together speaker Gyasi Ross illuminated indigenous knowledge as a solution to achieve equity. His lecture provided our campus with the Essential Question to guide our collective work towards achieving equity. This thought provoking question, “*if equity is not about the willingness to give up something, what is it about?*” posed a paradigm shift in the way our campus thought, spoke, and addressed racial inequities.

The final speaker of series Dr. Veronica Velez challenged leadership to devote the time and resources required to successfully address national data reflecting the overwhelmingly inequitable outcomes for students, staff, and faculty of color. She also delivered a powerful testimonial of the inequities and challenges she faces as Latina professor and administrator in higher education. Her message provided additional context to the urgency for our campus to rethink how we teach, support and learn from historically underserved populations. A follow-up seminar unpacked the theme of the presentation, “*Beyond Speaker Series: Ensuring Racial Equity on Our Campuses.*”

⁴ See Appendix D for 2016-17 Equity Council Campus-Wide Initiatives Planning Timeline

And so with “Coming Together: The Struggle Continues” we aim to pursue our guests’ and teachers’ call to action in three distinct, but related activities across the college during the 2016-2017 academic year. A brief outline of these activities is as follows:

- *Coming Together Community Forums* – Building upon 2015-2016 Coming Together Speaker Series, the Coming Together Community Forums will include an Equity Council report-back fall quarter, one speaker fall quarter, and two speakers winter quarter. These forums seek to elevate participation and engagement of students, staff, and faculty through varied formats and collaborative workshopping opportunities, including direct support of the Faculty Resolution on Equity passed during the 2015-2016 academic year. The forums are outlined as follows:
 - **Coming Together: The Struggle Continues (11/16/16):** The co-chairs present the work of the Council, including an overview of recommendations made in the Strategic Equity Plan. This forum will be formatted similarly to that of the initial “Coming Together” campus forum held in the Recital Hall and will be open to students, staff, and faculty. In coordination with this public forum, direct outreach to students will happen through connection to their programs and Student Activities.
 - **Fabian Romero (Late Fall Quarter):** In honor of Trans Day of Remembrance, the Trans and Queer Center and the Equity Council present Fabian Romero, a Queer Indigenous writer, performance artist, activist, and Evergreen alumni. They will speak on the importance of mourning and honoring the lives of trans people who have been killed by transphobia, as well as the importance of caring, loving, and fighting for those who are still alive. Fabian will also conduct a workshop that centers on trans students, healing, and self-care as a form of resistance to the violence that transgender people face on a daily basis.
 - **Water is Life (Early Winter Quarter):** This community forum will explore the impact of energy extraction on the Earth’s waterways, the effects of such development on Indigenous communities and indigenous peoples’ approaches to resistance. Presented by artists, activists, and scholars, including current students and alumni, the panel will look at the struggle of the Standing Rock Sioux tribe against the Dakota Access Pipeline, as well as occurrences in other parts of the world. The panel will begin with a cultural presentation on the importance of water, followed by a panel presentation, small group discussion, and visual art activity.
 - **Black Focus (Mid-Winter Quarter):** Content and presentation format to be determined by the Black Focus student group.
 - **Equity in Education (Mid to Late Winter Quarter):** XITO (Xican@ Institute for Teaching and Organizing) will present the film “Precious Knowledge”, a documentary regarding the criminalization of the teaching of Ethnic Studies in Arizona.
- *College-Wide Equity Read* – One way we intend to address gaps in student learning and student success is to help faculty, staff, and administrators recognize that defining student success in terms of institutional learning outcomes provides a crucial foundation for our work. We think the campus read project described below will help us achieve the goal because the process of reading and discussing McNair, Albertine, Cooper, McDonald, and Major’s *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (2016), particularly the chapter entitled “Making Excellence Inclusive,” will help build a common understanding of an equity mindset and the process of becoming a student-ready college, both of which will help guide the implementation of the Equity Plan.

The campus read will unfold in the following manner:

- 1) In December 2016, the Equity Council will meet with senior staff to seminar on *Becoming a Student-Ready College*, the first step in the process of building common understanding about equity mindsets.
 - 2) Following the December gathering, senior staff will choose a date in late February or early March 2017 to bring together staff, administrators, and faculty from across divisions to participate in a seminar/workshop, focused on the book. The goal of this larger workshop is to continue the process of building a common understanding of equity mindsets. Representatives of student groups will be invited to participate in the workshop.
 - 3) The Equity Council will request time at a faculty meeting late in winter quarter to hold a parallel discussion about the Equity Read, particularly the section in chapter 3 about defining student success as learning.
- *Day of Presence Conference on Race, Equity, & Inclusion* – Finally, our college-wide actions will culminate in an expanded Day of Presence (April 14, 2017), one in which we ensure the involvement of the College by halting all other activities including classes. This conference, planned in collaboration with Day of Absence/Day of Presence stakeholders across campus, will include several tracks for all members of the Evergreen community – students, staff, and faculty – with workshops proposed by on- and off-campus educators and community leaders. Intracollege presenters will be supported by the opportunity to apply for funding from the Equity Fund. The conference will culminate in a keynote speaker. To effectively execute the Day of Presence Conference on Race, Equity, & Inclusion, the Council recommends a faculty resolution agreeing to commit to incorporate Day of Presence into their spring quarter syllabus, including not holding class on this day and requiring student participation and written reflection. The Council also recommends the dedication of resources, financial and other, to support conference preparation and incentivize participation.

In addition to “Coming Together,” we aim to build and transform the diversity precedent initiated through the work of the President’s Diversity Fund. By rebranding and repurposing the President’s Diversity Fund and restoring original funding levels, we intend to coalesce existing and potential grassroots equity programming across campuses. The *President’s Equity Fund Committee*, modeled on the recently concluded President’s Diversity and Equity Standing Committee, will support the *President’s Equity Fund* in elevating the prior work of the President’s Diversity Fund to provide funding, in the form of small grants, to grassroots programming initiatives and will incentivize proposals for the 2017 Day of Presence Conference on Race, Equity, & Inclusion. New standards for funding applications will ensure that future grassroots programming aligns and supports the College’s equity goals as a whole.

Faculty Development and Faculty Hiring/Retention

Faculty need access to informed and ongoing faculty development in order to engage relevant inquiries and practices that will address the equity goals, they will need access to informed and ongoing faculty development. The primary strategy to further this work will involve coordination with the Dean of Faculty Hiring and Development and the emergent Teaching and Learning Center to prioritize workshops and inquiry cycles that will be relevant to addressing the equity goals. In addition, there needs to be a process for supporting the faculty in acting on the “*Resolution on Faculty Development in Race & Equity*.” We understand faculty hiring and faculty development do have implications for each other, while our original charge did not ask us to look concretely at faculty hiring. By aligning hiring criteria and practices with the equity minded competencies and dispositions that are being cultivated through faculty, we can begin to hire faculty who are prepared to address equity goals related to student outcomes. By attending to not just the hiring, but also the qualities of supportive climates and resources for faculty of color we will also have a way to sustain an environment where underrepresented students see themselves reflected in the academic roles and interests of faculty.

(1) Faculty Development –

- a. ***Prioritize and coordinate faculty development*** with the aim of helping faculty to understand and refine practices that intended to reverse the sharp decline in confidence that new students have in the ability of Evergreen to meet their needs from fall to spring of their first year; address the reasons why the decline is so sharp for students of color; and create learning opportunities across the curriculum aimed at addressing equity gaps in student learning and student success. This strategy will involve coordinating with Academic Deans and Standing Committee on the Curriculum to make use of the structures for the Teaching and Learning Center forwarded by the group that attended the Teaching and Learning National Institute. Part of the organizational structure of this Center involves translating the institutional priorities into ongoing equity-minded and inquiry-oriented faculty development that attends to student learning experiences and outcomes related to the Six Expectations, and then coordinating, supporting, and assessing it.
- b. ***Provide supports for enacting the faculty resolution and connecting it specifically to our equity goals***
 - The Academic Deans will work in collaboration with the Equity and Inclusion Council to identify a set of criteria and resources that could inform and support faculty in making relevant moves that are equity minded. Develop a strategy with the Agenda Committee and the emergent Teaching and Learning center to share these criteria and resources, and develop a strategy for assessing the effectiveness of this work, both in terms of faculty engagement and also in terms of student learning. The resources should also specifically target this year’s equity goals.
 - Work with the Academic Deans, the emergent Teaching and Learning Center, The Washington Center, MiT, and UFE to develop a set of protocols for informing and engaging equity-minded reflection on teaching that can be built into faculty development workshops and guide individual faculty annual reflections. These protocols will specifically connect with this year’s equity goals.
 - Work with the Academic Deans and UFE to identify and refine any criteria tied to renewal of contract/continuation that might inadvertently create either ambiguity or even a double bind for faculty about how to best represent their commitments to the college.

(2) Faculty Hiring and Retention –

- a. ***Faculty Hiring Priorities Process*** - Recent academic publications on diversity in faculty hiring emphasize placing equity at the center of establishing hiring priorities (see *The Chronicle of Higher Education*, “How to Hire for Diversity, 9/16/16). Evergreen’s 2012 Hiring Priorities DTF report includes some equity considerations in determining hiring, such as data on whether students of color are distributed in the curriculum, and suggestions on revising job descriptions to broaden applicant pool. Yet, there is no specific reference to diversity and equity in the criteria for prioritizing faculty hires – an issue which needs to be central to equity minded practices. The report does offer criteria for support of campus-wide initiatives: “Faculty should be hired to support initiatives after campus-wide discussion and support with institutional commitment to develop resources” (Hiring Priorities DTF report 2012, 10). However, our current practices for setting long- and short -term faculty hiring priorities is inconsistent at best, and raises a number of interlocking questions: What would it look like to move the entire hiring

process, from setting hiring priorities to the recruitment, interviewing, and selection of faculty, to a more explicit equity framework? How can we work to shift the process for determining temporary/visiting faculty hires to an explicit equity framework? This would include working against the tendencies of nepotism and the faculty impulse to “replicate themselves” at all levels of the hiring process.

Action Steps

- Explore more transparent models of temporary/adjunct faculty hires, possibly in the form of a Temporary Hiring Pool.
- Have an equity justification/explanation for each potential hire/position that is submitted to the Hiring Priorities DTF.
- Develop practices for anticipating retirements and other faculty hiring emergencies, so that we can recruit from broader applicant pools.
- Require that all members of the Faculty Hiring Priorities DTF take part in implicit bias training, and/or other appropriate professional development that will help them identify approaches to setting hiring priorities that are equity minded.
- Explore the features and capabilities of the soon-to-be implemented new applicant tracking system in support of equity goals.

Timeline

- Fall quarter: Connect with Scott Coleman (Chair of HP DTF) to strategize how/when a broader conversation about these ideas will fit into their work for the year. Link this work to the Hiring Priorities Report (2012).
- Fall/winter: action subcommittee explores models of temporary hiring that promotes equity at other institutions.
- Fall/winter: once the applicant tracking system is in place, connect with HR staff and Faculty Hiring Office staff to share action steps and consider implications and opportunities related to the tracking system.
- Winter quarter, prior to call for position proposals: action subcommittee develops draft language to propose adding an equity justification/explanation on position proposals)
- Winter/spring: Follow-up with HP DTF at one or more meetings
- Summer Institute trainings on “Re-envisioning Faculty Hiring through an Equity Lens” with emphasis on setting priorities, crafting equity-based job announcements, and recruiting diverse candidates.

- b. *Faculty Hiring Procedures* - We’re observing that some elements of our hiring procedures can undermine equity as outlined in our overall plan. This includes inconsistencies in our collective understanding and use of the Multicultural/Equity and Diversity Statement, nascent of anti-bias training for hiring committees, underdeveloped plans for outreach and networking to candidates from underserved communities, and narrow minimal qualifications in job descriptions that often exclude candidates from underserved groups.

Action Steps

- For faculty hiring, change the Multicultural Statement to an Equity Statement (action already taken by Hiring and Development Dean Therese Saliba, effective for this year’s AY 16-17).
- Requiring implicit bias training for all members of faculty hiring search committees. (Progress already made with workshop, entitled “Re-Envisioning

Faculty Hiring through an Equity Lens” and attended by over 75% of search committee members and recorded for the viewing of those who missed the workshop).

- Institutionalize ongoing implicit bias training. How do we make sure that our work on implicit bias training/learning is ongoing and iterative?
- Institutionalize summer institutes focused on Search Advocate training, and ensure that there is at least one search advocate involved in the writing of job descriptions, as well as on hiring committees.
- Ensure that the Equity Statement required of faculty candidates is intentionally considered by all hiring committee members by developing a rubric for assessing the statement in a meaningful way. Possibly take a further step to blend the equity statement with the teaching statement.
- Poll current faculty and staff about their professional, academic and social networks that could potentially be used for recruitment outreach for faculty positions.
- Once the new automated applicant tracking system is implemented, work with the Office of College Relations to explore options for using social media (e.g. LinkedIn, alumni or social networks, etc.) and developing consistent messaging designed to attract/appeal to diverse applicant pools.
- Explore whether our consortium peer colleges (i.e. Council of Public Liberal Arts Colleges or Consortium for Innovative Environments in Learning) would want to partner with us to develop recruitment and outreach events that help us have a broader audience with underserved groups. This might also include working together to develop more trained, diverse graduates for the pipeline to liberal arts faculty.
- Find out what other institutions are doing to increase the diversity of their applicant pools.

Timeline

- Winter quarter: Conduct a poll of current faculty and staff regarding networks they would be willing to share job postings with.
- Summer: Continue to provide institute opportunities (across faculty, staff, and students).

Staff Development and Hiring

We recommend implementing a strategy that compliments the efforts in the faculty recruitment and hiring section of the plan. Working in collaboration with Human Resources and campus appointing authorities the council will review the "16 Steps in the Hiring Process" identified by DEHPD (Diversity & Equity in Hiring & Professional Development).⁵ DEHPD was formed in 2014 in order to respond to the low numbers of faculty, administrators, and staff of color and other underrepresented groups throughout the state college and university system. Across the state, region, and nation students of color and other under-represented groups on college campuses have called for the demographic disparities between employee diversity and student populations be eliminated as a crucial step to increase student success.

This collaboration will provide the opportunity to perform collective analysis of existing hiring data. In addition, the collaboration will produce the development of new policies to address structural racism, unconscious bias, and other forms of exclusion with regard to the hiring process and professional

⁵ See Appendix E – 16 Steps in the Hiring Process Outline and 14 Steps in the Hiring Process Descriptions.

development opportunities, among other aspects of institutional diversity, equity, and inclusion. Racial equity and accountability to the needs and aspirations of the increasingly diverse student body is not possible without placing equitable hiring practices at the center of our efforts.

Opportunities to Improve Equity Practice through 16 Steps of Hiring Process

Assessment of Needs for Positions	Ranking and Recommendation of Candidates
Open Searches vs. Internal Searches	Campus Forums (if applicable)
Job Descriptions	Reference Checks
Outreach, Recruitment and Advertising	Role of the Appointing Authority
Interview Committee	The Job Offer
Application Process	Starting the Job
Screening Applications	Retention
Interview Process	Promotion

Human Resource Services (HRS) recommends the implicit bias training piece be the same (or very closely aligned) for both faculty and staff so that both employee groups are operating under the same principles and conveying the same message/actions with our students. We strongly believe that further collaboration and development of staff hiring practices is necessary to achieve equitable outcomes.

Action Steps

- Implement implicit bias training for staff position hiring committees. Last year, we completed 72 recruitments. We anticipate 85 recruitments this calendar year. Given this volume, we recommend the College purchase one implicit bias training video, that all search committee members view it, and that we achieve consistent message and training.
- Task each division with allocating a percentage of their hiring that goes explicitly to hiring candidates from under-represented groups.
- Poll current faculty and staff about their professional, academic and social networks that could potentially be used to broaden outreach for staff recruitments.
- Explore models for temporary staff hires that seek to broaden the pool.

Barriers to Accomplishment

- (a) We should continue the process of translating the Six Expectations into learning outcomes that inform instructional planning. This work could help individual faculty and faculty teams align their program and course learning outcomes with the college learning outcomes, which would provide students with a clearer sense of where their Evergreen education is heading. Improving articulation of program/course outcomes and the criteria for assessment could promote greater equity of learning outcomes for students. As new learning assessment strategies are developed at the program or institutional level, we need to keep equity at the center of how we measure outcomes for our students.
- (b) **Faculty Challenges**-Heavy workloads: Administrative duties demand a large share of faculty time and the requirements of new promising practices are often labor-intensive. Busy faculty might tend to think of new initiatives as “add-ons” to those duties, and as unwanted distractions, instead of as opportunities to improve practices. Heavy workloads also make it more difficult to solicit faculty participation in professional development activities.
 - Initiative overload undermines engagement: faculty are more likely to engage with reform that they think is operationally feasible and that has long-term commitment from leadership.

- Because the presentation of new “best practices” is so common an experience, faculty may hesitate to invest their time in an initiative that feels like a “flavor of the month.”
- Lack of intellectual connection and “goal congruence”: faculty may not readily see the connection between a new initiative and their personal/professional goals and commitments. Researchers observe that many of the best-engaged faculty have highly personal motivations for engagement, while many successful engagement efforts have found ways to help faculty relate new practices to their own values and beliefs.
 - Resistance to mandates from above: faculty often mistrust initiatives that they see as completely “top-down” efforts; this gives an impression that central leadership is insensitive or indifferent to the opinions of faculty and/or the needs of the school at “ground level.” Top-down efforts are also especially vulnerable to being viewed as faddish or fleeting, and therefore unworthy of support.
 - External, rather than internal focus: faculty are often, and increasingly, overwhelmed by a high volume of students who face a multitude of pressures, and therefore tend to look to the failings of the K-12 system or other external challenges as the source of the problems and solutions. Refocusing faculty on institutional change can be a challenge.

(c) Institutional Challenges

- Compensation structures and the path to a continuing, regular contract encourages old values over new ones among faculty. In some cases, adoption of new practices is hindered by existing institutional structures. These are especially discouraging to those faculty who are less established and more sensitive to concerns about professional status (power differentials).
- An intervention’s “deliverables” may not be the kind in which faculty are most interested: for example, the student data collected and produced through Institutional Research might not include all of the students they teach or might not directly address the leading concerns of faculty.
- Faculty autonomy and governance cuts two ways: a strongly autonomous faculty (or faculty with great influence in College governance) might be able to minimize “structural” constraints on faculty engagement, such as unfavorable hiring and promotion practices. However, a faculty culture that encourages autonomy might also insulate teachers from pressures—whether from administrators, students or peers—to adopt new practices or take on new responsibilities.
- Silos undermine engagement: aside from impeding communication and collaboration among faculty in general, the presence of silos between programs, between faculty and between staff and faculty undermines efforts to engage faculty as partners in institutional change efforts.

Opportunities for Support

We note the following sources of support and catalysts for progress which will aid in the momentum to shift Evergreen towards an equity agenda and equitable outcomes for underserved members of our community:

- The ways in which the Agenda Committee, Planning Units, and the grassroots efforts of individuals, offices, and programs are currently situating equity at the center of their work presents multiple opportunities for the Council to work collaboratively.
- Enrollment is down and average retention rates are lower than we aspire for leading to culture, curriculum, and community shifts that are responsive to today’s students;
- Student demographics are mirroring the United States’ and as such demand a responsive curriculum and learning community;
- AAC&U, a national leading organization for liberal arts, is already equipped with expertise, knowledge, and resources that are at our disposal;

- Evergreen’s students support services for historically underrepresented populations have long-standing excellence in utilizing best practices from which we can continue to learn in our collective efforts to improve outcomes for underserved students.
- The Faculty voted overwhelmingly to pass a resolution in Spring 2016 elevating their professional development with a priority toward teaching and learning to race and equity; and
- Finally, the members of the Equity & Inclusion Council, charged by the President are invested in the work conducted thus far and are motivated and committed to provide leadership for the work going forward.

Engagement Plan for Stakeholders

We define engagement as more than simply communicating with faculty, staff, students, and the community to keep them informed about the initiative and to get buy-in. By engagement, we mean involving critical stakeholders early, often, creatively and authentically in the change process. Through this process the Council seeks to operationalize our understanding of institutional change as changing the behavior of people across the institution, with the belief that their support will come more readily when they share the responsibility for diagnosing the problems and crafting solutions.

Our Stakeholders

- Students
- Faculty
- Staff
- Administration
- Public presence
- Board of Trustees
- The Foundation

Stakeholder	Type of engagement	Timeline for interaction
Students	Center Native Student Alliance, MEXA, and Black Focus (specifically in the “Black Focus” community forum in 2/17) in the development and presentation of Community Forums.	Present-2/17
	Equity Council Community Forum (10/24) prioritizes student leaders in rolling out of Strategic Equity Plan.	Present-10/24/16
	Invite student leaders to participate in divisional seminars on Tia McNair’s Becoming a Student Ready College.	Late 2/17-early 3/17
	Offer winter quarter class for students, emphasizing workshop innovation and development, with the purpose of submitting workshops to DOP Conference.	Winter Quarter
	Conduct “class raps” by visiting programs and presenting Equity Council updates directly to students while in class.	Ongoing
Faculty	Schedule time and conduct seminar at faculty meeting on Tia McNair’s Becoming a Student Ready College.	Late winter quarter
	Recruit presenters at the 2016 Faculty and Staff of Color Conference.	11/3/16
	Consistent with a faculty resolution to prioritize Day of Presence activities in scheduling and syllabus construction, recommend that faculty sign up their academic programs to attend DOP conference.	
Staff	Strategize with chair of Hiring Priorities DTF how/when a	Fall Quarter

	broader conversation about these ideas will fit into their work.	
	Share action steps with Human Resources and Faculty Hiring Office and consider implications and opportunities related to applicant tracking system.	Fall & Winter Quarters
	Conduct poll of current faculty and staff regarding networks they would be willing to share job postings with.	Winter Quarter
	Engage in divisional seminar on Tia McNair's <u>Becoming a Student Ready College</u> .	Late 2/17-early 3/17
	Conduct follow-up meetings with Hiring Priorities DTF.	Winter or Spring Quarter
Administration	Equity Council and Senior Leadership seminar on Tia McNair's <u>Becoming a Student Ready College</u> .	12/17
	Seek dedicated time and attention from Manager of Special Events in planning of DOP Conference.	10/16-ongoing
Public/community at large	Coordinate with Office of College Relations in organized marketing campaign for the conference.	10/16-ongoing
	Hold regular DOP Conference planning meetings with members of Council and external team comprised of interested staff/faculty/students.	11/16-4/17
	Provide funding to DOP Conference proposals as well as external grassroots equity programming across campus through the President's Equity Fund.	11/17-ongoing
	Hold Community Forums for Evergreen and external community to attend/view.	10/24/17-2/17
	Summer Institute trainings on "Re-envisioning Faculty Hiring through an Equity Lens"	Summer Quarter
Board of Trustees	Equity Council and Board of Trustees seminar on Tia McNair's <u>Becoming a Student Ready College</u> .	Late Spring Quarter
Foundation	Engage the Foundation board in our work by inviting them to participate in our regular council meetings.	Ongoing

Measure of Effectiveness of Coming Together-Campus Conversations

With the assistance of IR, conduct a content analysis of qualitative data gathered from participant evaluation and focus groups as well as quantitative data gathered in conjunction with IR. The Council utilizes the data to move beyond the demonstration phase of the Council and begin to make policy recommendations to widen the implementation of equity-minded strategies to support student success. A final report on the engagement experiences from the 2016-2017 academic year inform the preparation for the Equity Council's work for the 2017-2025 strategic plan. If we are successful, we expect to see improvement in the equity goals previously defined.

Communication Strategy

The primary objectives behind all communication efforts of the Council are to improve outcomes for underserved students, staff, and faculty while 1) distributing information regarding Council work, events, and initiatives; 2) centralizing information on College resources; 3) increasing visibility of equity work and programming on campus; 4) aiding in the recruitment of the VP for Equity & Inclusion; 5) increasing accessibility to Equity Council work and equity programming on campus, and 6) providing opportunities for stakeholder engagement and participation. We

center the mission of the Council outlined in detail throughout the introduction of this document and summarized in our mission statement.

Our primary stakeholders, as listed in the section detailing our engagement strategy, include the campus as a whole, students, staff, faculty, administration, the Board of Trustees, the Foundation, and the external community. More specifically, the Council as a whole and the Office of the President have a vested interest in the work we produce and therefore communication and collaboration pathways have already been thoroughly established between these two entities.

Through our communication strategy, we aim to increase the knowledge and use of equity and inclusion resources as well as elevate the work of the Council as a whole. We aim to meet the needs of current members of the Evergreen community by providing a doorway into the support and community they need as well as a rounded perspective for prospective students. We also hope to actively support the President's Equity Fund in generating quality grassroots funding applications. For the 2016-2017 academic year, we have chosen to categorize our communication strategies generally into three specific arenas: digital, print, and interpersonal. While distinguished by means, the aforementioned mission and stakeholders remain constant.

Next Steps

We look forward to a response to the recommendations identified in this 2016-17 Action Plan.

We request a formal response to our recommendations from President Bridges by November 7, 2016, followed by a meeting to discuss the imminent hiring process of the Vice President for Equity and Inclusion by **November 10, 2016**. This response and meeting will prepare the council and the Office of the President for publication of the plan and response on the Council's website on **November 14, 2016** and a public forum for staff, faculty, and students on **November 16, 2016**.

Appendix A



the evergreen state college olympia, washington

MEMORANDUM

TO: Felix Braffith and Phyllis Esposito
FROM: George S. Bridges, President
DATE: March 30, 2016
SUBJECT: Presidential Charge for the Diversity and Equity Committee

The Council's primary purpose is advancing Evergreen's commitment to and aspirations for greater equity, diversity, and inclusion of under-represented populations in our campus community. In pursuing this purpose, the Council will develop proactive, strategic, and sustained initiatives for progressive institutional change; collaborate with the President, senior administrators and faculty leaders in implementing and overseeing the initiatives; and reporting annually to the Evergreen community on its work and the College's accomplishments.

The Council's initial work will focus on recruitment, retention, and equitable outcomes of students and employees of historically under-represented populations. The Council will routinely share information on these issues and also soliciting and responding to feedback from members of the community. In advocating for equity, diversity, and inclusiveness, the Council will value and promote collaboration and consultation with students, faculty, staff, and service providers; and regularly support and participate in diversity enrichment opportunities.

The Council replaces the Diversity & Equity Standing Committee, originally charged in 2008, and the President's Diversity Focus Committee. The Council's initial responsibilities include the following:

- Assist in recruiting and hiring the Senior Equity & Diversity Officer
- Develop and coordinate the 2016-17 learning, development and enrichment opportunities for faculty, students and staff
- In conjunction with the Senior Equity and Diversity Officer, develop an Equity & Diversity Action Plan and submit it for consideration to the President and campus community by May 2017. The plan will develop specific goals to achieve in recruiting, retaining and creating equitable outcomes for under-represented populations. In addition, the plan will present recommendations to the President and campus leaders for immediate and near term actions to be taken by the College along with strategic long-term objectives (for the period 2016-2026) to advance and improve recruitment, retention, and success of students, faculty and staff representing historically under-represented people.

Budget

Funding currently associated with the Diversity & Equity Standing Committee and President's Diversity Fund is transferred to the Senior Equity & Diversity Officer, who reports directly to the President and serves as chair of the Council. The total combined budget allocation as of FY16 is \$25K. The Council will consult with the President and campus administrative leaders as additional funding from internal and external sources is needed. The Council will be consulted annually about necessary support for its initiatives as part of the College's routine budget discussions and planning.

Action Teams

The Council may establish and charge Action Teams to study, implement or oversee specific initiatives advanced by the College. Teams will be comprised of Council members in addition to individuals or groups who are not members of the Council (e.g. other students, faculty, staff, alumni, trustees and governing board members of the Evergreen Foundation). Action Teams will provide opportunities for broader community engagement and responsibility for advancing the College's work while distributing critical tasks across small groups.

Caucus Groups

Council representatives will meet regularly with students (e.g. First Peoples Peer Mentors; Student Organization Leaders (T*Re Black Student Union, APIC, etc.); and Resident Assistants) and caucus groups of faculty and staff (e.g. staff of-color, employees with disabilities, employees who identify as LGBTQ, etc.) to maintain regular communication with under-represented students, faculty and staff.

Membership

The Council is composed of positions holding responsibility for specific aspects of this collective work as well as at-large members who contribute to the direction and focus of the initiatives. Members will be appointed by the President to serve staggered three-year terms.

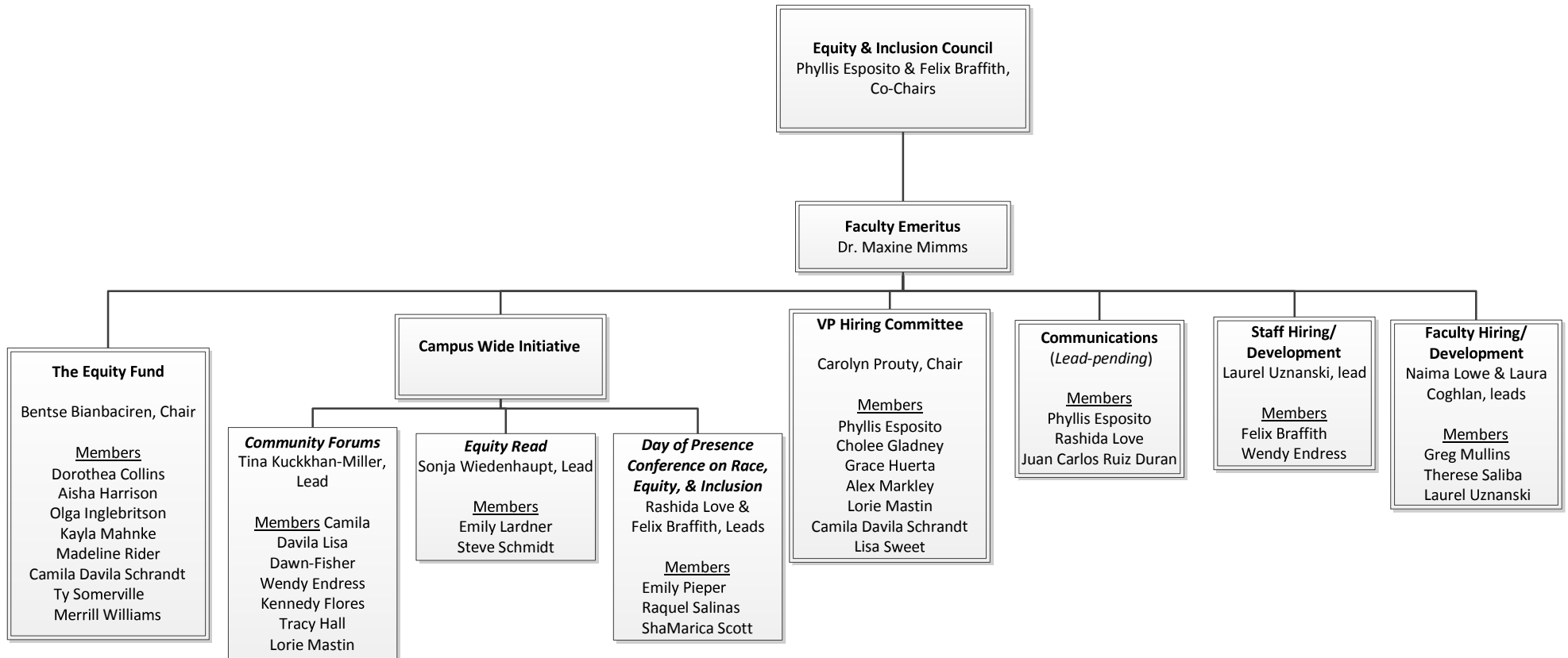
- Felix Brantley, Intern, Co-Chair
- Phyllis Esposito, Faculty, Co-Chair
- Students
 - Kennedy Torres
 - Noah Gokul
 - Juan Carlos Ruiz Duran
 - Camilla Strandt
 - Shanika Scott
 - Jhana Williams
- Bentse Bianbaciren, Represented Staff
- Laura Coghlan, Director, Institutional Research and Assessment
- Tracy Hall, Enrollment Services
- Olga Inglebritson, Tacoma Program
- Tina Kuckkahn-Miller, Native Programs Planning Unit
- Rashida Love, First Peoples and SASS
- Naima Lowe, Faculty
- Lorie Mastin, Civil Rights/Affirmative Action Officer

- Greg Mullins, Academic Dean, Instructional Support & Library and Media Services
- Nancy Murray, Academic Dean, Faculty Hiring & Development (through June 30)
- Carolyn Prouty, Faculty
- Therese Saliba, Academic Dean, Faculty Hiring & Development (as of July 1)
- Raquel Salinas, First Peoples and SASS
- Steve Schmidt, Access Services
- Laurel Uznanski, Associate Vice President for Human Resource Services
- Tom Womeldorff, Latino/a Standing Committee

DRAFT

Appendix B

Equity & Inclusion Council 2016-17 Organizational Chart



Appendix C

Recommendations to the President from the Vice President Search Committee

Written at the August Retreat of the Equity & Diversity Council, revised late October, 2016

The creation of this position—a new VP of Equity and Inclusion (our recommendation is that the position be changed from “VP for Diversity and Inclusion” to “VP for Equity and Inclusion”) brings important opportunities and possibilities that we are eager to realize.

In plain language, we believe this person needs to be provided the support, the budget, and the power to affect change on the campus directly, and not only indirectly through the President and his office. Creating the position with this configuration will aid in the recruitment of the best pool of candidates, and, we hope, will ensure that we will have a new VP who has been set up to succeed.

We have carefully considered a central question: What is the relationship of this person to the rest of the campus, to the administration and other VPs, to student support and other staff, and to student groups? This question must be answered in a way that aligns the mission and vision of this work.

In providing our best answer to this question, we conducted research (and continue to do so) about how other campuses configure this position, as well as the organizational structures that might best support their success. Part of our research involved looking at specific colleges similar to Evergreen, and their diversity officer and office configuration. We also have consulted the Standards for Professional Practice for Campus Diversity Officers, written by the National Association of Diversity Officers in Higher Education, as well as research literature examining the models and strategies various campuses have employed for configuring the office of Diversity Officer.

Our research and work together as a Council have made clear to us that, in order for this position to be successful, this person must have a robust staff and portfolio, and should be the head of a newly created Division of Equity and Inclusion (or some similar name/structure), devoted to bringing equity to all aspects of our campus. We recognize that there is a concern that restructuring in such a way that all offices which overtly address diversity and equity are housed together (physically or organizationally) risks siloing them and their work. Despite that concern, we are strongly advocating that a new division addressing equity be created, and that specific attention be given to ensuring that the entire campus is engaged in becoming equity-minded.

We believe that determining the shape and nature of restructuring the institution (organizational structure) to support equity pedagogy and inclusive excellence is a critical action that should be decided before the new VP arrives. We understand the process of designing this restructuring, and thus the portfolio of the new VP, to be the responsibility of the President and other senior staff, in close consultation with the VP Search committee, the entire Council, as well as staff members and others who will be affected by the restructuring.

We recognize that there will need to be a healthy process and excellent communication with all stakeholders during the decision-making around this restructuring, such that it be given the best chance of success, and yield the most buy-in from around campus. Ultimately the restructuring may reconfigure more than a new division of equity, but may also include restructuring other student services, such as financial aid, student accounts, etc. to be more student centered, and might even include creating student services liaisons, for example. Thus, separate from the goal of giving the new VP sufficient responsibilities, via dotted-line/double reporting, or direct supervision of parts of the institution—whatever is chosen to be the optimal model—the reorganization might also include portions of the college outside of the newly created division.

We also want to advocate, as recommended by Tia McNair, that the job description include a desire that the successful applicant have academic qualifications akin to those of a faculty member. That is, we want them to have teaching experience and academic credentials that will facilitate their acceptance as a qualified leader of equity initiatives across all parts of the campus, including with faculty.

Particular to the relationship of this person to faculty: because this position is not an academic appointment, this VP will need the clear, explicit, regular support of the President and the Provost to speak to faculty practices and help faculty to become equity-minded, and progress toward equitable pedagogical practices.

Assistant to the New VP: We and the President feel that this person should also have a staff member to support their work, someone who will be both an administrator, and help that person be in touch with BIRT, students and Greener Commons comments, faculty, staff, since the VP can't be in touch with everyone. Potentially this support person should be an internal candidate to help the new VP land on their feet at Evergreen.

We anticipate that the restructuring will be largely planned before creating the job description for this position. As we co-create the job description itself, the public process of listening to all constituencies on campus (students, staff, faculty) about their thoughts on this position can be a KEY place where this committee both listens deeply to and helps engage the campus in this work.

OPPORTUNITIES FOR SUPPORT: What are the opportunities for the campus to get behind the Council and the search?

FORA: We plan to hold forums on campus to hear from folks about what role they would like this person to play. We will share the job description beforehand, as well as have copies there. We hope to gather expectations for this position, in part so that the consultant will be able to convey to potential applicants what some of the campus concerns and hopes are. What are they expecting, tangibly, to have happen? We will listen for what qualities they want the person to have, as well as what they would want the role of the VP to be. Our search committee will go to student groups to listen to their stories and desires, as well as to staff, faculty, and all members of the Tacoma campus. We plan to hold forums for those different groups—see more details below. We will collect feedback orally as well as written at the forums. Also, we will collect feedback through an online feedback form.

Purposes of the fora:

1. Let the campus know about the Council, about the new position, their portfolio, and initial ideas about the job description. We anticipate that it will be a way for us to give the campus an idea of our work, and hear broadly about the work the campus wants done.
2. So the campus feels invested in this position.
3. Have the consultant learn about Evergreen and our intentions, concerns, and hopes for this position, so that they will be able to convey to potential applicants an accurate understanding of the campus and the position.

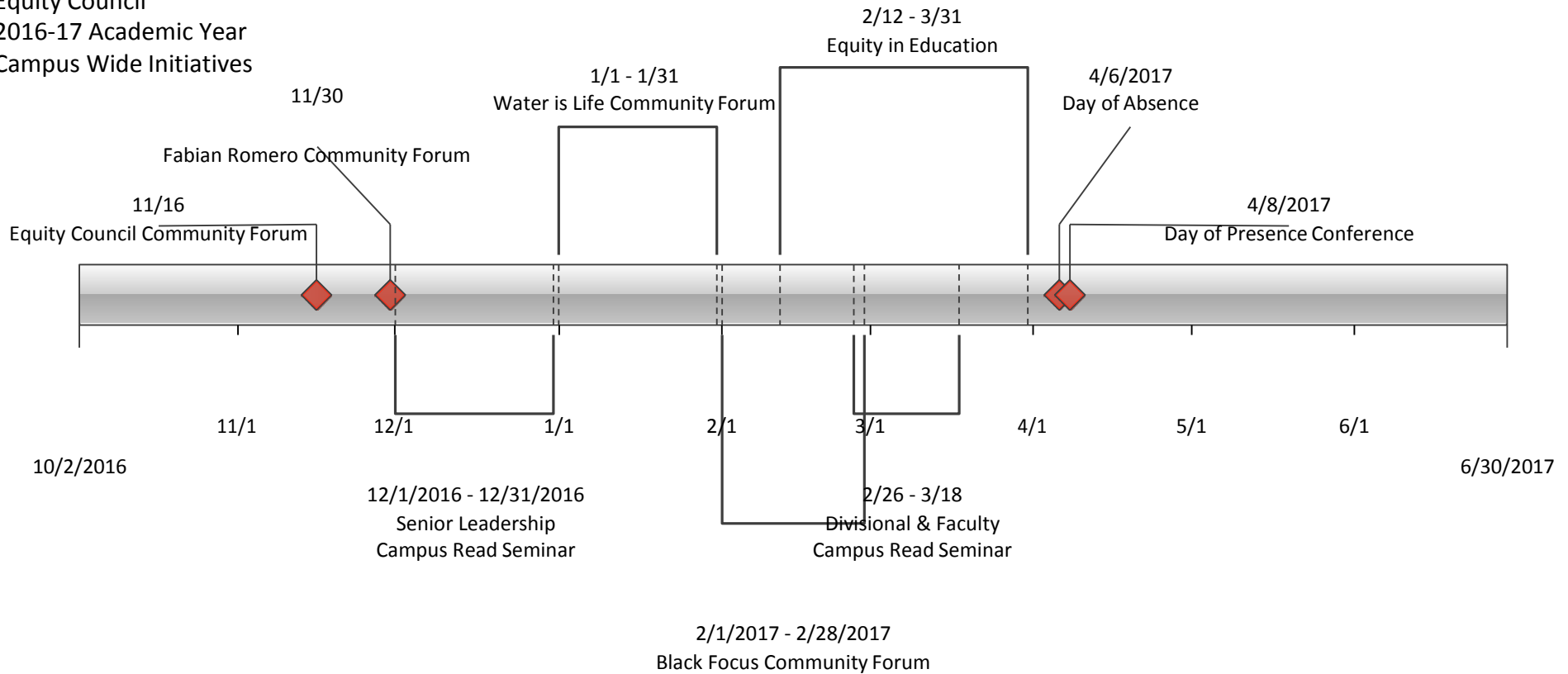
Current plan: 4-5 forums early in winter quarter: staff (lunch time), faculty meeting, Tacoma campus, and a student forum during governance time, which may include or be separate from another forum just with student leaders (MEChA, Black Focus, BSU (if still active this year), NSA, QTPOC, Womyns Center, TRES, WOCC, APIC, Evergreen Queer Alliance).

We also intend to provide opportunities for electronic feedback, similar to how the Provost search committee was able to solicit and collect data online. We are grateful to anticipate having Janet Herbison's help with assembling notes from the forums as well as the electronic feedback.

Web page to tell the story of Evergreen and equity & diversity: Our college needs a web page that features our mission statement, information about the Equity Council (charge), with tabs of resources (First People's, TRIO, Affirmative Action/Equal Opportunity, Access services, etc.). This will immediately serve students, and will also help tell the story of our school when we go to hire the new VP.

Appendix D

Equity Council
2016-17 Academic Year
Campus Wide Initiatives



Community Forums

documentary regarding the criminalization of the teaching of Ethnic Studies in Arizona.

Campus Read (3 Steps)*

Equity Council Community Forum: Council members present on the status of the Council's work.

Fabian Romero: In honor of Trans Day of Remembrance and in collaboration with the TQC, Fabian Romero will speak on the importance of mourning and honoring the lives of trans people who have been killed by transphobia, as well as the importance of caring, loving, and fighting for those who are still alive. Fabian will also conduct a workshop that centers trans students, healing and self-care.

Water is Life: Forum about the impact of energy extraction, presented by artists, activists and scholars, including current students and alumni. The panel will begin with a cultural presentation on the importance of water, followed by a panel presentation, small group discussion and a visual art activity.

Black Focus: Content and presentation format to be determined by the Black Focus student group

Equity in Education: XITO (Xican@ Institute for Teaching and Organizing) will present the film "Precious Knowledge", a

First: The Equity Council meets with senior staff to seminar on Tia McNair's *Becoming a Student Ready College*, to develop shared vocabulary, common understanding, equity mindset, to guide the implementation of the Equity Plan.

Second: Senior staff invite people in their divisions to come to a two-hour seminar/workshop to talk about the text and the Equity Plan with the same purpose. We'd design that as a workshop—interactive, collaborative, focused on building common understanding of equity mindsets/inclusive excellence. Student leaders are also invited to participate in this workshop.

Third: Reserve time at a faculty meeting to do a version of the workshop.

DOA/DOP Conference

Build upon the legacy and meaning of DOA/DOP, the Day of Presence conference will become the culminating event for the 16-17 year. This event will bring together and synthesis the work that has been done throughout the year lead by the campus read, Coming Together series and EquityFund.

Appendix E

16 Steps in the Hiring Process

Potential Barriers & Best Practices for Each Step or Stage

DEHPD: Diversity & Equity in Hiring & Professional Development

1. Assessment of Needs for Positions
2. Open Searches vs. Internal Searches and Direct Appointments (internal promotions and interim appointments)
3. Job Announcements-Descriptions
4. Outreach, Recruitment, and Advertising
5. Interview (Search) Committees
6. Application Process (point of view of applicant)
7. Screening Applications
8. Interview Process
9. Ranking & Recommendation of Candidates
10. Campus Forums (if applicable)
11. Reference Checks
12. Role of “Appointing Authority”
13. Job Offer
14. Starting the Job
15. Employee Retention
16. Employee Promotion Opportunities

*For more information or to join the DEHPD listserv, send an email to Vik Bahl
<vbahl@greenriver.edu>*

14 Steps in the Hiring Process

Potential Barriers and Best Practices

DEHPD – Diversity & Equity in Hiring & Professional Development

Step 1

Assessment of Needs for Positions

1. How are the needs for new and replacement positions assessed? Who has input on that assessment?
2. How are diversity and equity with regard to students and communities in the service area factored into the assessment of needs for a position?
3. How are gaps in the existing diversity, cultural competencies, and student relations represented by the staff of a particular department factored into the assessment of needs for a new or replacement position?
4. How are budgetary decisions made in relation to new positions?

Best Practices

1. Seek out and act upon feedback from identified campus diversity organizations when possible
2. Departmental Diversity Self Study (D2S2), Green River College
3. Consider ALL positions in relation to student achievement gaps
4. Consider ALL positions in relation to existing diversity within a department or employee class rather than seeing positions in isolation, which should inform the development or revision of the job description (Step 3).
5. Include student leaders and representatives from under-represented, under-served, and under-achieving populations in the process of conducting a needs assessment for all positions.
6. Also see Step 12: Role of the Appointing Authority

Step 2

Open Searches vs. Internal Searches and Direct Appointments (internal promotions and interim appointments)

1. What are the Knowledge, Skills, and Abilities (KSAs) and SME (subject matter expertise) of current staff in the program/department relative to the needs in a vacant or new position?
2. How is the need for diversity and equity in hiring or replacing positions balanced with the desire to reward faithful service? (also see Step 12)
3. Who has the authority to decide how a position will be filled, based on what criteria?
4. How is equity factored into internal promotions?

Best Practices

1. Track demographics of who gets opportunities for internal advancement.
2. Ensure professional development opportunities and resources for all staff, specifically including under-represented staff and faculty (especially adjunct faculty) to increase the pool of competitive candidates for positions as they become available within the system. Example: Social Justice Leadership Institute (Sayumi Irey, Bellevue College), WELA, Deans Academy, etc.
3. Be mindful of nepotism, favoritism, and rewarding obedience over innovation.

4. Also see Step 12: Role of the Appointing Authority

Step 3

Job Announcements (some overlap with Step 1)

1. Who writes, revises, and reviews job announcements, and at what stage of the process?
2. Which minimum & preferred qualifications refer to substantial cultural and professional competencies around diversity and equity?
3. Do the minimum & preferred qualifications avoid artificial barriers?

Best Practices

1. If job announcements are posted BEFORE hiring committees form, they should be reviewed by more than one or two department members and the supervisor. Ideally, there should be review by college members with some diversity training, e.g., a Search Advocate cohort from which hiring committee members may also be drawn.
2. ALL job descriptions should be reviewed and revised rather than simply using the previous version on file.
3. Job announcements should identify direct and meaningful experience and leadership directly serving or representing under-represented, under-prepared, or under-achieving student populations.
4. Add substantive language around relevant direct community engagement.
5. List of qualifications, when possible and appropriate, should not be so specific or high that they automatically exclude people with non-traditional backgrounds, including education and professional experiences.

Step 4

Outreach, Recruitment, and Advertising

1. Who is responsible for outreach? Which additional stakeholders can be brought in for outreach?
2. How much money is allocated for outreach?
3. How much time is allowed before a job search is closed? (sometimes too short for searches where internal candidates exist)

Best Practices

1. Support additional stakeholders to be involved in outreach and recruitment for specific positions, including identified campus diversity organizations and/or members of something like a Search Advocates cohort.
2. Subscribe to or seek out networks and venues with a commitment to under-represented candidates of color.
3. Allocate budget to send campus representatives to recruit at venues with a high concentration of under-represented candidates of color.

Step 5

Interview / Selection Committees

1. At what stage are interview committees formed (before or after the writing of the job announcement)?
2. What is the composition of the interview committees? Who has the right to be represented? Who should be represented?
3. What diversity and equity training do interview committees receive?

4. Are there members with specific diversity and equity expertise (e.g., through “Search Advocates” training)?
5. How do committee members become aware of their own cultural biases (e.g., “Cognitive Errors”)?
6. How do they assess the relevant KSAs, SME, and cultural competencies of applicants?

Best Practices

1. At least one non-departmental member with recognized expertise in diversity and equity (e.g., Search Advocate or pluralism representative, etc.).
2. Under-served student representative (based on achievement gap statistics); chosen through Diversity offices rather than student government.
3. When possible, interview committees should be formed before job descriptions are finalized, so that the public written framing of the job will benefit from the care an institution may take in assembling a committee.
4. Substantive trainings on the hiring process offered multiple times throughout the state for supervisors.
5. Interview questions, presentation prompts, and/or teaching demonstrations should reflect diversity and equity lenses.
6. Track demographics of hiring committees.

Step 6

Application Process (point of view of applicant)

1. Does the application process avoid artificial barriers?
2. What are the diversity and equity questions/sections in the application?

Best Practices

1. Process should be streamlined without unnecessary redundancy.
2. Diversity and equity questions should be substantive and thoughtful rather than generic, including the education, training, application or outcome of skills, and leadership.

Step 7

Screening Applications

1. Who reviews them (HR or the hiring committee)?
2. Who interprets the gray area with regard to applicants who don’t appear to meet all of the minimum qualifications?
3. How is diversity of a pool assessed at each stage? (note that this data analysis will be retrospective and will not be shared with the hiring committee during the hiring process)
4. What are the criteria to cancel or re-open a search because of insufficient diversity?
5. How do diversity and equity factor into the review of candidate strengths and weaknesses used for the selection of candidates for interview?

Best Practices

1. Track demographics at each stage: composition of pool at application, list of interviewees (semi-finalists), finalists, and those offered the job (again, retrospective data analysis that will not be shared with the hiring committee).
2. A diversity and equity lens should be applied in reviewing cover letters and applied to all elements of the rubric/scoring sheets.

Step 8

Interview Process

1. How are applicants welcomed to or escorted on campus?
2. Which interview questions seek to measure education, experience, and leadership related to diversity and equity?
3. Which interview questions seek to measure cultural competencies and other relevant KSAs or SME?
4. Are there any aspects of the interview process that may create artificial barriers or that may not be inclusive, accessible, or equitable?

Best Practices

1. Shoreline CC's Multicultural Interview Rubric is one example.
2. Interview questions around diversity, equity, and community engagement should be substantial and get at specific knowledge, skills, abilities, and experiences.
3. Selection committee members should reflect on their own biases during the interview process (e.g., "Cognitive Errors").
4. A designated committee member with diversity and equity expertise should be empowered to play a productive and recognized role on the committee (e.g., "Search Advocate").

Step 9

Ranking and Recommendation of Candidates

1. How significant are the applicants' experiences relating to diversity, equity, and cultural competencies in the ranking?
2. What critical awareness do hiring committees have around the criteria for "collegiality" and the implications for excluding candidates?

Best Practices

1. Do not allow the focus on collegiality, which is culturally coded and loaded, to dominate assessment; recognize that outstanding colleagues can also pose useful challenges to "business-as-usual" and entrenched ways of thinking.
2. Be willing to invest resources in training a new hire rather than automatically privileging those who can "hit the ground running."
3. Give priority to those who can represent and/or serve (in a variety of ways) one or more under-served student populations with achievement/opportunity gaps and/or under-represented communities in a college's service area.

Step 10

Campus Forums (if applicable)

1. How is the talk or workshop shared with and contextualized for the campus?
2. How is the applicant hosted and supported during the campus visit?
3. What are the diversity and equity elements of the campus forum?

Best Practices

1. Encourage attendance from under-represented, under-prepared, or under-achieving student groups.
2. Forum topic/prompt should include diversity, equity, and/or community engagement.

Step 11

Reference Checks

1. Who conducts the reference checks?

2. How do reference checks assess the applicant's experiences with diversity, equity, and cultural competencies?

Best Practices

1. Reference checks should be respectful, professional, and generous.
2. Taking into account time, availability, and consistency in the process, have more than one committee member listen to or correspond with references.
3. Be equitable in seeking background information on candidates.

Step 12

Role of the "Appointing Authority"

1. What process and timeline will be followed?
2. How is the need for diversity and equity in hiring or replacing positions balanced with the desire to reward faithful service?
3. How will the appointing authority receive feedback from relevant stakeholders, departments, and constituencies in shaping the position?
4. How will the appointing authority make the decision in relation to the hiring committee's recommendations?
5. What criteria will the appointing authority use to cancel or re-open a search based on insufficient diversity at each stage of the hiring process (initial screening of applications, those who are offered an interview, and finalists).

Best Practices

1. Appointing authorities should have rigorous training with regard to diversity and equity in the hiring process.
2. Be mindful of nepotism, favoritism, and rewarding obedience over innovation.
3. Provide some oversight and direction in the crafting of job descriptions based on needs assessment (Step 1).
4. Provide some oversight and direction with regard to the composition of hiring or selection committees (Step 5).
5. In conjunction with HR and analysis of "workforce availability," support minimum diversity in a pool at each stage of the hiring process.
6. Take a "second look" at candidate applications from interview (semi-finalist) stage to finalist stage.

Step 13

Job Offer

1. Who makes the offer?
2. Are salary and benefits negotiable?
3. What other resources are available to make competitive offers?
4. What professional development opportunities are part of the job offer?

Best Practices

1. Be intentional about how much flexibility there is in an offer, whether with regard to salary, relocation, anticipated professional development and training, timeline, etc.
2. Job offer should be made in a welcoming and inclusive way. (What training or oversight is required to optimize this?)
3. Relocation support and resources should be culturally responsive.

Step 14

Starting the Job

1. How is the new staff member oriented?
2. What other forms of support will the new staff have?
3. How will the new staff be evaluated?
4. How is the new staff member's professional development to be implemented?

Best Practices

1. Provide support and resources for new staff members to have mentors, not necessarily from their own departments.
2. Provide training and resources for the new staff member's transitional period.
3. Address real campus climate issues and potential problems with the new employee with intentionality, honesty, and support.
4. Involve campus diversity organizations in orienting new under-represented employees.

*****About DEHPD**

DEHPD (Diversity & Equity in Hiring & Professional Development) is a coalition comprised of employees from the 34 community and technical colleges (CTCs) in Washington state, serving approximately 400,000 students annually. DEHPD was formed in 2014 in order to respond to the low numbers of faculty, administrators, and staff of color and other underrepresented groups throughout the CTC system. Closing the demographic disparities between employee diversity and our student populations (as well as communities in our service areas) is crucial for the improved success of students of color and other under-represented groups. DEHPD brings together the experiences, expertise, and commitments of stakeholders at multiple colleges in order to develop collective analysis and proposals to address structural racism, unconscious bias, and other forms of exclusion with regard to the hiring process and professional development opportunities, among other aspects of institutional diversity, equity, and inclusion. DEHPD has identified "14 Steps in the Hiring Process," including barriers and best practices for each step. DEHPD provides training opportunities with regard to the hiring process and is also collaborating to develop system-wide programs for the recruitment and mentoring of under-represented faculty, along with curriculum development and cultural competency training through a diversity-equity-inclusion lens. Racial equity and accountability to the needs and aspirations of the increasingly diverse communities in WA state are not possible without placing the hiring practices of the CTCs at the center of our efforts.

To join the DEHPD Listserv, send request to Vik Bahl <vbahl@greenriver.edu>

DEHPD Resources: <https://sites.google.com/site/dehpdwact>

Appendix F

NOTE: The proposed budget is under review pending approval. It will be made public once the plan is approved

