DIVERSE FACULTY RECRUITMENT, SELECTION, AND HIRING: GAPS IN AND BARRIERS TO DIVERSE FULL-TIME FACULTY AT COMMUNITY COLLEGES

by

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This dissertation is submitted in partial fulfillment of the requirements for the degree of

Doctor of Education

Ferris State University

August 2019
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ABSTRACT

This qualitative research study addresses the issues connected to the lack of diverse faculty recruitment, selection, and hiring at community colleges. As the number of diverse students who attend community colleges increase across the United States, the diverse faculty numbers do not align with the growing student diverse populations. Minorities are disproportionately underrepresented nationally at predominately White institutions in the faculty arena. A number of issues facing underrepresented minority faculty are attributed to minimal recruitment, selection, and hiring efforts. Although many colleges in the nation have identified the need to increase diversity on college campuses, the culture of the college remains stagnant to the changing needs of the demographics. In this research study, Lead Academic Affairs Officers or Directors of Human Resources and diverse faculty members were interviewed. The participants provided their individual perspectives about their institution’s recruitment, selection, and hiring processes as it relates to diverse faculty in the classrooms. Participants responded to a number of questions posted by this researcher in an effort to identify the gaps in and the barriers to increasing diverse faculty in the classroom.

This dissertation provides an overview assessment of the needed efforts by community colleges to address the lack of diverse faculty in classrooms and suggested avenues to improve recruitment, selection, and hiring practices. The results in this study provide a guide to addressing the needed responsibility of leaders at community college’s attention to this subject matter. This study also solicits recommendations to address improved processes. These
recommendations include (1) training of search committees; (2) creating a comprehensive diverse faculty plan; and (3) creating job postings that focus on attracting diverse candidates.

KEY WORDS: faculty of color, underrepresented minority (URM), predominately white institutions (PWIs)
DEDICATION

This dissertation is dedicated to my two daughters, Justine Denise Lawler and Jessica Monique Lawler. Thank you, Justine, for your endless support and encouragement of the countless hours at the library, at the dining room table, and sitting next to me while I typed each chapter. To my daughter Jessica, thank you for providing feedback, support, and wiping away my tears when things got hard. You served as an instrumental factor in detailing the format of my dissertation with your keen eye and gift for proofreading. You are an amazing writer, and one day I will share in your dream and celebrate your achievements of becoming a writer and director on the big screen. To my Mother, Marion Louise Bradley, who supported me through all my academic achievements while on this earth. I would have not been able to live out my dreams without you. To each and every one of my 10 brothers and sisters, who in so many ways played an instrumental part of me completing this journey; I thank you for your support and believing in me.
ACKNOWLEDGMENTS

Over the past three years while in the DCCL program, there have been so many people who have supported and encouraged me to persist and complete. First and foremost, I would like to thank my committee members, Dr. Elena Sandoval-Lucero, Dr. Benjamin Young, and Dr. William Tammone for your steadfast commitment through this process. I especially thank Dr. Tammone for answering this call of duty. Your willingness to accept the role as my chair has meant so much to me. As a committee, each of you guided me through the process with grace and patience.

My heartfelt thanks and appreciation go out to the DCCL program directors, leaders, and instructors who believed in me and witnessed my growth throughout this program. Being a member of the DCCL program has been one of the single best decisions of my life. To my Cohort 7 classmates, thank you for accepting me for me, and embracing me throughout the process. I want to specifically thank my Divine Nine sorority sisters present in the program. Without your sisterly bond and encouragement, I would have not been able to get through this program without you.
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CHAPTER ONE: INTRODUCTION

INTRODUCTION

When a community college commits to diverse faculty recruitment, it signifies the institution’s dedication to improving the overall climate on the campus. Having diverse faculty is critical in the growth and success of a student’s overall experience: “When college campuses reflect a broadened range of intellectual and social perspectives, a student’s outlook about their environment is broadened” (Maruyama & Moreno, 2000, p. 9). Abdul-Raheem (2016) states “Recruitment and retention of minority faculty will continue facilitation and advocacy of cultural equity in higher educational institutions” (p. 54).

As more high school graduates who are students of color enter college, the need for minority faculty of color increases. Akombo (2013) argues that the number of White students enrolling in college decreased in the 1980s and 1990s compared to the number of African Americans and Hispanics in the 1990s. This is an example of the growing diverse student population that many colleges across the country are facing and should embrace.

One of the issues in higher education is the lack of diverse faculty in the classroom. Park and Denson (2009) suggest faculty members of color and women face several barriers that affect tenure and promotion and are important resources for changing society and advocating for equity. Some of these barriers include tenure, mentoring, and promotion within higher education (Abdul-Raheem, 2016, p. 54). Diverse faculty can contribute to worldly perspectives that can improve student learning and engagement in the classroom. Diverse faculty should not only be
sought out for the students’ advantage but also the college legacy as a whole because the college benefits when many different perspectives are represented.

There are many reasons why staff of color struggle to be retained at Predominately White institutions (PWIs). Diverse faculty may experience discrimination based on race, ethnicity, or culture, which may lead to them internalizing personal experiences and decreased communication with mentors who are there to help them achieve tenure (Abdul-Raheem, 2016, p. 54). When faculty feel alienated or not supported by the college, it affects their overall experience at the college dramatically.

When community colleges neglect to address diversity issues that impact faculty members’ engagement, the impact can affect the racial climate of the campus. In the 1960s, a policy known as Affirmative Action was signed into law. Affirmative Action laws have helped diversify the racial makeup of higher education and promote an equal representation of students, faculty, and staff (Mohamad Karkouti, 2016, p. 405). Although Affirmative Action identifies the different ways to diversify faculty, many colleges and universities remain stagnant and reluctant to use the policy due to the cultural climate.

Some colleges have not fully embraced increased diverse faculty in the classrooms. Although faculty recruitment is a part of the issue, another aspect that relates to lack of diverse faculty is the retention of faculty on college campuses. According to Thompson (2008), faculty of color encounter and must discredit myths surrounding their credibility and status within their positions: “Creating a multicultural climate entails broadening the expectations for what is seen as quality work, appropriate behavior, and effective working styles” (Thompson, 2008, p. 49). As barriers continue to plague many colleges across the country, opportunities to advance diverse faculty remain an issue.
Whittaker, Montgomery, and Martinez Acosta (2015) provide a perspective that
“Although significant efforts and funding have been committed to increasing points of access or
recruitment of underrepresented minority (URM) students and faculty at (PWIs), these
individuals have not been recruited and retained at rates that reflect their national proportions”
(p. A136). The underrepresentation of URMs is prevalent in the science, technology,
ing engineering, and mathematics (STEM) disciplines (Whittaker et al., 2015, p. A136). This is a
representation of a national crisis that continues to be compounded by limited URM in the
selection pool of candidates.

Community colleges do not represent the demographics of the national population at the
faculty level. Whittaker and Montgomery (2014) argue “This problem has been partially
attributed to a common practice of academic institutions of promoting points of access with
significantly less attention to innovation when it comes to promotion, retention and advancement
of underrepresented minorities (URMs)” (p. A136). Promoting minority faculty is not in the
forefront of the mission of many colleges and universities.

The emphasis on recruiting more diverse faculty has been discussed and implemented on
many college campuses, but the lack of progress towards actually increasing diverse faculty is an
issue that continues to be addressed. Historically, White males made up the majority of students
problems,” which was used to identify barriers to channel greater numbers of diverse faculty and
students to address the lack of students of color on campus. Due to the lack of diversity on
campus, Thompson (2008) suggests that students of color may not matriculate to a certain
university due to the lack of minority representation (p. 48). In an effort to diversify the pool of
applicants for faculty positions, universities have created programs and have taken active measures to attract URM faculty members (Thompson, 2008, p. 48).

Thompson (2008) suggests with programs in place, certain initiatives require that administrators and frontline recruiting committees embrace the programs and take active measures to ensure they are being followed (p. 48). With the lack of committed leadership from all levels at the college, efforts to recruit qualified URM faculty candidates continue to fall by the wayside. Recruitment efforts and a strong sincere desire to embrace diversity and respect for URM will ultimately yield better results. However, recruitment efforts alone are not the only solutions to the issues of disproportionately small numbers of people of color in academe (Thompson, 2008, p. 48).

Retention is a critical component in ensuring longevity as a faculty member at a college or university (Thompson, 2008, p. 49). Faculty positions are very competitive, and the turnover in these positions do not always occur that often. Issues related to retention are tenure, promotion, and academic satisfaction. Without the support of colleagues and the college leadership, URM faculty may find it difficult to succeed at the college. Without strategic methods that support tenure and promotion, URM faculty may not remain at a particular institution due to the lack of clarity in this area. Without academic gains or rewards in the tenure or promotion process, the institution will fail to retain diverse faculty in the classroom.

In a report by Bilimoria and Bush (2010), the authors describe how the conventional recruitment practices contribute to the homogenous faculty body (p. 27). The authors share results from a study that outlines the consequences when diversity is not addressed in the applicant pool and results of those consequences (Bilimoria & Bush, 2010, p. 27). In the science, technology, engineering, and mathematics (STEM) disciplines, underrepresented women and
diverse faculty continue to be a concern in higher education. As previously stated, the underrepresentation of URMs is prevalent in the (STEM) disciplines (Whittaker et al., 2015, p. A136). Without URM faculty in the STEM disciplines, the national crisis will remain.

Traditional faculty search processes include placing a job ad, accepting applications, receiving nominations from colleagues at other universities, reviewing and ranking candidates, developing a short list, interviewing top candidates, and extending a job offer. Bilimoria and Bush (2010) argue that the process has several characteristics that impede efforts to diversify the faculty (p. 28). These characteristics include a passive approach to recruiting; the process is time-limited, the process is non-inclusive, search committees are non-diverse, search committees lack expertise in basic recruiting and hiring practices, and search committees are alarmingly bias-prone (Bilimoria & Bush, 2010, p. 28). With these characteristics displayed in many job searches, colleges and universities have taken steps to improve the outcomes.

As indicated by Bilimoria and Bush (2010), institutions committed to diversity must adopt a new approach to faculty recruitment and hiring (p. 30). Bilimoria and Bush (2010) provide a more proactive approach to recruitment by aggressively pursuing talented and diverse applicants rather than waiting for them to apply (p. 30). In addition, Bilimoria and Bush (2010) offer suggestions to improve search and recruitment processes that include processes that are more inclusive: Diversify the search committee, provide training to ensure faculty members are the expertise, and assure university administrators are held accountable for search committees and the outcomes (p. 30).

Community colleges in particular face difficult times, which includes resource scarcity, unpredictable enrollment numbers, an increasingly diverse student body, and faculty shortages due to retirements. Murray (2010) states that by 2015, 40–80% of community college faculty
will retire (p. 5). With the increase of open positions, the need to have solid hiring practices will be in the forefront of community college hiring managers’ objectives. By identifying the best faculty to fill open positions, colleges will need to align with the trends of recruiting and hiring practices.

As barriers continue to be a factor in the retention of URM faculty, colleges will need to put in place strong programs and processes that reinforce the mission and goals of diversifying the faculty. Whittaker and Akers (2009) state, “Efforts to transform institutions into ones that reflect national racial and ethnic diversity will require the identification and acknowledgement of barriers and the development of interventions to mitigate them” (p. A84). This suggests that colleges and universities need to develop strategic plans to identify the issues and increase diverse faculty on campus.

PURPOSE OF THE STUDY

The primary purpose of this study is to identify the gaps in and barriers to diverse faculty recruitment, selection, and hiring. This researcher utilized qualitative research methods to investigate the primary research questions. The research data that was collected and analyzed report the findings and draw appropriate conclusions of the study that may include recommendations for increased strategic planning.

RESEARCH QUESTIONS

1. What are the trends related to gaps in diverse faculty?
2. What are the trends related to barriers to diverse faculty?
3. What are some of the strategic plans to increase diversity among faculty?
4. Do some strategies appear to be more effective than others in helping colleges to diversify their faculty?
OPERATIONAL DEFINITIONS

In this study the following terms will be utilized:

*Diversity*: This term refers to people of color who come from different cultural and ethnic backgrounds. The inclusion of different types of people based on their ethnicity at an institution of higher education.

*Faculty of Color*: This definition includes ethnic backgrounds that may include but not limited to African Americans, Hispanics, Asians, Native Americans, or other ethnic groups other than White or Caucasians.

*People of color*: Typically, a term to describe any person other than White or Caucasian.

*PWIs*: This term is defined as Predominately White Institutions.

*Retention*: The act of retaining faculty continuously at the college.

*URMs*: This term is defined as underrepresented minorities.

SIGNIFICANCE OF THE STUDY

The significance of this study is critical to community college personnel to better understand and appreciate increased diverse faculty in the classrooms. Figure 1 highlights data from the National Center for Education Statistics (2016) that indicates 55% of full-time faculty (professors) at degree-granting postsecondary institutions were White males, 27% were White females, 7% were Asian/Pacific Islander males, 3% were Asian/Pacific Islander females, 2% were Black males, 2% were Black females, 2% were Hispanic males, and 1% were Hispanic females.
CONCLUSION

This dissertation contains five chapters including references and appendices. Chapter One describes background information, the statement of the problem, research questions, definition of terms, and the significance of the study. Chapter Two is the review of the literature. This chapter provides a strong theoretical basis for the dissertation by analyzing and synthesizing a comprehensive selection of the available research on the topic. It focuses on student populations, diversity within the classroom, and community colleges’ initiatives to increase diversity in the hiring processes. Chapter Three explains the methodology and limitations used to conduct this study. It explains the population and demographic information, the timeline and setting of the study, instrumentation used, data collection and analysis methods, which includes the statistical analysis methods used. Chapter Four reports the objective results and outcomes of this study through analysis of the data. Chapter Five concludes with an analysis and implications of results.
and summarizes the research findings as well as conclusions, suggestions, and recommendations for future research.
CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION: HISTORY OF DIVERSE FACULTY IN HIGHER EDUCATION

During the height of the civil rights movement, the Higher Education Act was passed in 1965. Congress enacted this law in response to the demands from low-income communities and communities of color that the federal government do more to open the doors to higher education. Even 50 years later, continued challenges remain in place from the onset of the Higher Education Act. One of the most significant challenges that continues to this day is the need to build a higher education system that provides equitable access to and promotes success in a high-quality postsecondary education for all students.

Autumn Arnett focuses on the emergence of hiring African American faculty in the classrooms in her article that appeared in Diverse: Issues in Higher Education entitled “Diverse by Design.” Arnett (2015) examined the historical background of increased recruitment efforts of African American faculty in the classroom. In the 1990s, many institutions made a strong effort to hire African American faculty in the classroom. Their action stemmed from a number of civil rights lawsuits in higher education whose outcomes mandated swift action by states to remedy the effects of segregation in higher education.

Arnett (2015) examined two schools, Duke University and the University of Michigan, which sought intentional efforts to recruit faculty of color. Twenty years after the study was conducted, there was an increase in the number of non-White faculty members, primarily among Asian faculty members. Arnett (2015) states “The percentage of Black professors on campus has
increased only incrementally, while Native American faculty numbers have remained consistent over the last 20 years” (p. 10).

In 2009, President Barak Obama set a national goal of graduating five million students from community colleges by 2020. Fujimoto (2012) offers an interesting perspective as it relates to research on race in higher education in respects to the beginning of colleges and universities in the United States focus on the diversifying of the student population. Fujimoto (2012) adds this body of literature largely overlooks community colleges. If we look beyond access to the persistence and completion levels of students at community colleges, a more in-depth problem arises. According to the Center for Community College Student Engagement, whereas 79% of students who enter community colleges aspire to achieve an associate degree, less than half of those students will meet that goal. The question related to this lack of goal achievement at the community college level is: How are these issues of student access and achievement related to the diversity of the faculty?

Daryl Smith, Caroline Turner, Nana Osei-Kofi, and Sandra Richards (2004) wrote an article, *Interrupting the Usual Successful Strategies for Hiring Diverse Faculty*, in the Journal of Higher Education, where they identified the specific interventions that account for the hiring of diverse faculty in the academic areas that focus on race and ethnicity. The authors emphasize the significance of hiring processes and practices in achieving diverse faculty hiring. In the study, the authors identify the importance of hiring diverse ethnic faculty in the classrooms in response to both internal and external pressures. Despite the growing number of diverse students attending colleges across the country and the need for institutions to help better prepare students for a diverse society, the reality is that many community colleges fall short in successfully increasing diverse faculty in the classrooms.
This research study also examined specific interventions that contribute to the lack of hiring of diverse faculty. Some of the interventions include developing special hiring interventions, creating the institution’s target of opportunity hires, and incentive programs and creating diversity indicators. This researcher was a direct recipient of Illinois Central College’s target of opportunity hire as the Diverse Faculty Recruiter created out of the Department of Diversity and Community Impact. The study also suggests three different conditions that can be met to combat the failed increase of diverse faculty in the classrooms. The authors’ research study brings to light the bulk of studies that focus on historically underrepresented groups like African American, Latino/a, American Indian faculty, and the conditions for which appointments are made that contribute to diverse faculty hiring (Smith, Turner, Osei-Kofie, and Richards, 2004, p. 133).

A large part of the literature on diverse faculty suggests that fewer ethnically diverse faculty earn doctorates. In particular, at the community college level, minority faculty represent much lower numbers in relation to the pipeline attainment. The National Center for Education Statistics (2016) reported that 20% of ethnic full-time faculty are represented at four-year institutions in the nation.

In 2004, Smith et al. (2004) conducted a research study that concluded that successful hires of underrepresented faculty of color at Predominantly White Institutions are most likely to occur when a job description contains an educational or scholarly link to the study of race or ethnicity. The research also suggests a modest impact when finalist pools contain some diversity. Unless an institution is willing to make changes in the postings of job descriptions, search committees, and faculty hiring practices, the intervention strategies will not work. This research is quite relevant to the challenges related to diversifying community college faculty hiring pools.
While diversity indicators account for a significant portion of the hiring of underrepresented faculty of color, Smith et al. (2004) suggest that special hiring is equally important. Making strong commitments to hiring examine talented individuals who represent ethnically diverse populations at the institution is a major advantage for the institution. This practice and commitment enhance and strengthens academic departments as a whole.

**DIVERSE FACULTY IN THE CLASSROOM**

Institutions often support valuing diversity and believe in the importance of recruitment and retention of racially diverse faculty, but academe does not reflect increased diversity. Cohen, Brewer, and Kisker (2014) provide an overview of the role of community colleges in the American academic system. The evolving priorities and expectations of community colleges support diverse perspectives at all levels. This book provides a comprehensive historical perspective of ongoing trends within higher education.

Previous research indicates that increasing numbers of faculty members of color may contribute to the “critical mass” needed to have a positive impact on educational quality and student achievement. According to Fujimoto (2012), “Further research on the impact of mentoring programs supports the notion that faculty diversity has a positive effect on retaining students of color” (p. 256). The matching of mentors with students supports the idea that the presence of faculty members of similar racial backgrounds can potentially have a positive impact on the campus climate for diversity, and students’ experiences and success can be positively impacted (Fujimoto, 2012).

Even though racial discrimination has been illegal in the United States for more than 40 years, there continues to be evidence of racial discrimination in employment within many
settings, with community colleges being no exception. Community colleges disproportionately serve students of color in higher education; because associates degree attainment and transfer rates remain well below the rates suggested by student aspirations, the existence of faculty members of color as role models and the “critical mass” of faculty members of color in a department or college may be key factors in increasing the quality of education as well as student achievement. There is evidence that increased attention to multicultural perspectives and the rise of faculty members of color at four-year colleges are positively transforming academia.

Two noteworthy Supreme Court decisions, University of Michigan’s *Gratz v. Bollinger* and *Grutter v. Bollinger*, brought to the forefront questions about Affirmative Action and its role in faculty employment. Although both cases dealt with admissions and did not deal directly with the issue of diversity in hiring faculty, they did govern future court decisions regarding hiring diversity in the workplace. Springer and Westerhaus (2006) provide an outline that describes the legal parameters of current employment law and best legal and practical strategies for diversifying the workplace. The outline is divided into four sections. Section one enumerates the benefits of diversifying the faculty staff, sections two and three summarize a general overview of Affirmative Action law, and section four provides best practices to recruit and retain a diverse faculty.

The benefits of diversifying the faculty staff include an enhancement of student learning and engagement. Discrimination, however, remains a concern in higher education. Springer and Westerhaus (2006) state, “A homogenous faculty not only fails to represent the diversity of views and experiences crucial to a broad education, but it leaves an institution vulnerable to damaging discrimination lawsuits” (para. 6). Community colleges, for some students, provide the
open access to furthering their education. Diverse faculty contribute to the success of students at a community college campus in many ways.

Having a diverse workplace benefits organizations immensely. Education is one of the most visible institutions in society, and its response to diversity has attracted considerable attention from the American public (Aguirre & Martinez, 2006). Diversity refers to those characteristics that make individuals different from each other and has been a concern for colleges and universities for many years (Aguirre & Martinez, 2006). According to the Ford Foundation’s Campus Diversity Initiative survey, the American public believes that colleges and universities have a responsibility to promote diversity initiatives in American society.

Community colleges hiring faculty with the right qualifications and experience to teach in the classroom is a required step toward building diverse faculty at the institution. Vega, Yglesias, and Murray (2010) suggest that in order to secure the future of a diverse faculty, new faculty members need to be socialized and embraced within the community mission.

As indicated in Figure 2, the American public believes it is important that colleges and universities prepare to function in a more diverse society and in a more diverse workforce, but it must be noted that diversity poses challenges for community colleges. Institutions of higher education need to develop strategies to respond to diversity that communicate to society its ability to respond to societal change and the commitment to long-term change for the betterment of society. Community colleges need to change to take on these initiatives to address diversity in the workplace.
It is important to define what some theorists describe as leadership diversity. The literature addresses issues of diversity in relation to leadership to a limited extent in the research literature in relation to gender and race differences. This means that there are different aspects of diversity defined in literature today that influence the growing need for managers to address diversity as a whole. Diversity leadership suggests that an organization is open to a wide variety of viewpoints and ideas.

Managers and leaders deal with diverse challenges and opportunities on a daily basis. The managers and leaders who are properly prepared to address the issue and take advantage of the opportunities are more likely to succeed by being effective coaches in a diverse workplace.

There are situations in the workplace where discriminatory practices are widespread which can cause major challenges for managers and leaders. One way that managers can combat biases, stereotypes, and misinformation is to use leadership practices that concentrate on each faculty member by implementing solid leadership skills.
DIVERSITY IN STUDENT POPULATIONS

Community colleges have emphasized access through open admission, an affordable education, and the delivery of programs designed to meet the needs of the local community. Students from a variety of backgrounds have found attending community college as a means to furthering their education. Figure 3 illustrates education statistics reported in 2016 indicating that, at two-year colleges, full-time undergraduate enrollment in degree-granting postsecondary public institutions, 51% were White, 14% were Black, 25% were Hispanic, 6% were Asian, 1% were Pacific Islander and American Indian/Alaska Native, and 3% represented two or more races. As the percentage of diverse students increases at community colleges, the demand for diverse faculty representation in the classroom will be at an all-time high.

Figure 3. Percent of U.S. Resident Undergraduate Students.

The recruitment of students of color and the presence of faculty of color are directly related. Students of color assume that if faculty of color are present in the classroom, then community colleges demonstrate a commitment to equity and diversity issues. Students of color benefit seeing diverse faculty in the classroom as a viable option when considering it as a
profession. On the other hand, colleges provide White students the opportunity to understand authority figures whose racial or ethnic backgrounds are different from their own.

**CRITICAL RACE THEORY IN HIGHER EDUCATION**

Many community colleges value diversity and believe in the importance of recruiting and retaining diverse faculty. However, community colleges do not reflect diversity in equitable proportions in the classroom. The benefit of exposure to diverse faculty in the classroom is that students receive the type of education that prepares them for the workforce. Kelly, Gayles, and Williams (2017) suggest that Black students in particular at Predominantly White Institutions (PWIs) are making it known that the recruitment of Black faculty as well as faculty of color is important to their college experience.

The critical race theory provides a historical framework that addresses the racialized experiences that people of color have at PWIs. Since its introduction, critical race theory has emerged as broad body of literature. This theory emerged in response to the civil rights movement. Many critical race scholars have challenged racial injustices in legal studies that focus on the societal struggles of people of color. This theory examines the unequal and unjust distribution of power and resources. Critical race theory deepens the understanding of the educational barriers that people of color encounter. Scholars use this theory to examine the experiences of students of color, the experiences of faculty of color who teach at PWIs, racial microaggressions, educational policy, and the laws affecting higher education. Merriam-Webster (2018) defines a microaggression as “a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).”
To better understand the experiences of undergraduate African American students at three elite PWIs, a critical race methodology was employed to enhance the understanding of scholars and practitioners. Kelly, Gayles, and Williams (2017) conducted a case study that included focus groups to better understand how microaggressions and the campus climate affected the student’s experiences. The stories that participants shared revealed tense racial climates both in and out of the classroom, struggles with self-doubt, frustration, and isolation. The study concluded that even at elite undergraduate universities, inequality and discrimination still exist.

As the literature suggests, critical race theory in education challenges the experiences of Whites as the norm. Critical race scholars contend that the use of racial analysis illuminates the educational barriers that people of color encounter. Learning about the experiences of faculty of color deepens the nuances of critical race theory. Collecting the experiences of faculty of color in academia can help researchers and practitioners understand better the complexities they endure. Much of the literature suggests that continued underrepresentation of faculty of color is concentrated in the humanities, social sciences, and education because of a sense of responsibility and obligation to the community.

Pittman (2012) conducted a study that illustrated how African American faculty experience interpersonal racial oppression or microaggressive behavior in academia. In her study, she concluded that participants experienced both “microinvalidations” and “microinsults.” Pittman found that participants shared that experiencing microaggressions often led to additional service commitments. This additional work is an opportunity to improve the campus climate and to provide support to students of color. Pittman’s study further showed evidence that African American faculty continue to experience “chill” campus climates.
RECRUITMENT AND UNCONSCIOUS BIAS IN HIGHER EDUCATION

Several studies conducted over the years to address the recruitment and retention of URM faculty on college campuses. One noted study conducted by Smith et al. (2004) sought to answer the question of whether search processes use certain methods to successfully recruit minority candidates. In the study, three large public research universities participated as partners. Smith et al. (2004) state:

Each campus was asked to include all faculty hires during the period from 1995 to 1998 and to provide the following information: (a) job description; (b) discipline of the appointment; (c) race/ethnicity and gender of faculty hire; (d) race/ethnicity and gender composition of the search committee; (e) any special initiatives, funding sources, or interventions that were used in the search; and (f) the institution from which the successful candidate came. (p. 137)

Ultimately, the results of the study indicate that successful hires of underrepresented faculty of color at PWIs are most likely to occur when a job description contains an educational or scholarly link to the study of race or ethnicity (Smith, Turner, Osei-Kofi, & Richards, 2004, p. 152). Although conducted in the mid-1990s, this study has some significant value and discussion points that are relevant to today’s recruitment, selection, and hiring processes.

In a report by Bilimoria and Bush (2010), the authors describe how conventional recruitment practices contribute to the homogenous faculty body. The authors shared results from a study that outlines the consequences that arise due to not addressing in the applicant pool and the results of those consequences. In the science, technology, engineering, and mathematics (STEM) disciplines, the underrepresentation of women and minority faculty continues to be a concern in higher education. As previously stated, the underrepresentation of URMs is prevalent in the (STEM) disciplines (Whittaker et al., 2015, p. A136). Without URM faculty in the STEM disciplines, the national crisis will remain.
Traditional faculty search processes include placing a job ad, accepting applications, receiving nominations from colleagues at other universities, reviewing and ranking candidates, developing a short list, interviewing top candidates, and making a job offer. Bilimoria and Bush (2010) argue that the process has several characteristics that impede efforts to diversify the faculty. These characteristics include a passive approach to recruiting, a time-limited process, the process is non-inclusive, search committees are non-diverse, search committees lack expertise in basic recruiting and hiring practices, and search committees are alarmingly prone to bias. With these characteristics displayed in many job searches, community colleges have taken steps to improve the outcomes.

Community colleges must commit to diversity and adopt a new approach to faculty recruitment and hiring. By adapting a proactive approach to recruitment by aggressively pursuing talented and diverse applicants rather than waiting for them to apply, the diversity of applicant pools can be increased for faculty searches. Bilimoria and Bush (2010) offer suggestions to improve search and recruitment processes that include processes that are more inclusive, diversify the search committee, provide training to ensure faculty members are the expertise, and assure university administrators are held accountable for search committees and the outcomes.

If community colleges do in fact improve the recruitment and search processes that are in place and continue the efforts to diversify faculty on college campuses but fail to address the underlying issue of unconscious biases, then those efforts will not improve the diversity of faculty applicant pools. In order to more clearly understand the dynamics of unconscious bias, it is important to define what unconscious bias means in terms of hiring practices.
In 2014, the Equity Challenge Unit published a report with the intent to help higher education institutions understand unconscious bias and discover how to reduce its impact with a focus on staff selection and recruitment. The report defines *unconscious bias* as a term used to describe the associations that we hold which, despite being outside our conscious awareness, can have a significant influence on our attitudes and our behaviors. Most people have some degree of unconscious bias. This means that we automatically respond to others in positive or negative ways. As the report indicates, these associations are difficult to overcome.

Unconscious bias can also be termed *implicit bias*. Unconscious bias refers to a bias in which we are unaware of and which happens outside of our control. It is a bias that happens automatically and triggers the brain to make judgments and assessments of people and situations (Equity Challenge Unit, 2014). Implicit bias refers to the level to which these biases are unconscious. In essence, once an individual is aware that his or her biases are not always explicit, then that person becomes responsible for them. Once an individual recognizes and acknowledges bias, it can mitigate or reduce the impact on that person’s behavior and decisions.

Much of the literature on implicit bias is aimed to explore the ways in which implicit bias in recruitment and selection processes affects Black and minority ethnic staff. Community colleges have a moral responsibility for the impact of their practices influenced by implicit bias. In addition, community colleges should find ways to reduce the impact of how the biases in the selection processes affect the hiring processes. Community colleges can determine where bias might exist in the recruitment, selection, and hiring processes. They accomplish this by monitoring the number of people applying for positions, the number of candidates who have been shortlisted, and the candidates selected at the interview level by protected characteristics by uncovering marked trends.
Many myths and assumptions underlie the practice for diverse faculty hiring. One of the most common myths that community colleges face is that if the president, dean, provost, chancellor, department chair, human resources officer, and trustees all openly advocate for faculty and staff diversity, then it will be actualized in the search and hiring process. This myth assumes that individuals on a search committee also prioritize diverse hiring. Another myth is that diversity mentors, interns, and exchange programs will expand the pool of diverse candidates. The problem with this myth is that it reinforces the notion that there are no diverse candidates in the pool.

To help address these myths or perceptions one may have when serving on search committees, colleges must help committee members identify unconscious bias responses. By raising awareness of unconscious bias, colleges and universities are taking deliberate steps to train staff and faculty in this area. This usually involves teaching people about how biases work and giving them experiences that reveal own biases. Harvard University created a tool that allows individuals to discover hidden cognitive biases. The Harvard Implicit Association Test (IAT) is the name of the tool. The IAT tool shows bias and how an individual’s unconscious mind drives their day-to-day decision-making (Harvard Implicit Association Test, n.d.). It is important to note that although the IAT tool is a great way to introduce awareness of biases in hiring and selection processes, it is not the final answer to address the issue of the lack of diverse faculty hiring on college campuses.

Training is important for the members of search committee members to identify their own biases in the search process. Committee members must continuously examine their own judgments, and understand that subjective factors affect them, as well as stereotypes or other assumptions. Eliminating assumptions about candidates helps search committee members to
identify the needed skills identified in the position description that match the best candidate. Making assumptions about candidates that are false can damage the opportunity for the candidate to move through the selection and hiring process. These assumptions do not improve the diversity efforts at the college. One recommendation is that an appointed member of the search committee should serve as a diverse advocate. The diverse advocate would be responsible for ensuring fairness and advocacy throughout the committee’s screening and selection process.

INSTITUTIONAL DIVERSITY INITIATIVES

Increasing diversity in the workplace includes diverse voices and experiences which makes diverse faculty members more knowledgeable, sensitive, efficient, creative, and successful. Romero (2017) suggests that by increasing diversity in the workplace, employees have rich opportunities to respond more effectively to the challenges of society that require multiple perspectives and broad approaches to complex problem solving.

The University of Iowa’s Office of Executive Vice President and Provost office published the “Faculty Search Committee Practices to Advance Equity” that focuses on a number of key elements in advancing hiring practices of diverse faculty. The publication outlines what colleges and universities should do before the search, identifying the search committee composition, creating job descriptions/announcements that focus on diverse faculty recruitment, and publicizing the position and building the pool.

Before the Search

Campus climate assessment provides an understanding of the current practices and campus climate regarding diversity and inclusion. In order to understand the role of faculty better, recruitment and retention as it relates to diversity, a college should engage in ongoing
departmental dialogue about the topic. Gillies (2016) suggests exploring critical questions before beginning a search. Some of these questions include:

1. Where do we want our department to be in 10 or 20 years?
2. What new fields are emerging in this discipline?
3. What perspectives and experiences are we missing?
4. How will this position contribute to our goals of diversity, inclusion, and equity?
5. Do we have resources to mentor faculty members who demonstrate potential but still need experience? (Gillies, 2016, para. 1)

Another recommendation is that before the search, it is recommended that a college reimagine recruitment as an ongoing activity before the search rather than a “if we build it, they will come” effort. Building relationships and identifying potential job candidates early on prepares the college to attract diverse pools of applicants for its approved searches. Colleges should look to reach out to applicants from underrepresented groups individually before and during a search. Identifying specialized databases of underrepresented minority scholars and graduate students can help guide the efforts to attract diverse candidates.

**Search Committee Composition**

When selecting a search committee, the college should always assemble a diverse committee with an expressed commitment to diversity, equity, and excellence. By increasing the committee’s sense of accountability for engaging in intentional, equitable processes, the college prepares committee members to avoid common genitive errors that result in biased assessments.

In his 2014 book, *Search Committees*, Christopher Lee suggests that search committees should include an *ex officio* member or an “equity advisor.” An *ex officio* search committee member is a nonvoting member who supports the process and provides training and advice on
the search and selection process, monitors the process to ensure compliance with legal and institutional mandates, shares diversity and inclusion expertise to support fair and diverse selections, and gives administrative and logistical support to the committee. An individual from the human resources department or diversity and inclusion/equal opportunity office serving as an ex officio can support and monitor the committee’s activities. In addition, providing training for the ex officio member to support faculty search committees is best practice. The training can include ways to avoid common challenges at numerous points in the search process: creating the ad, developing the applicant pool, assessing the short list, evaluating the list, and discussing a candidate’s credentials.

Devine, Forscher, Austin, and Cox (2012) offer a meaningful impression of increasing the “bias literacy” of search committee members. This means that bias is like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias. The college should invest in this area by encouraging committee members to learn about the potential impact of unconscious bias in the search process.

Job Description/Announcement

When developing a job description, the college should convey the unit’s commitment to excellence, equity, and diversity. The University of Iowa’s Faculty Search Committee Practices to Advance Equity manual (2017), for example, suggests including a diversity commitment statement in the job ad, required qualifications, and follow-up diversity-related interview questions. All job descriptions in higher education are required to provide the Equal Employment Opportunity (EEO) statement. An example of an EEO statement may include the following
The (insert college name) is an equal opportunity / affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.

Although the EEO statement is a required statement in job postings, colleges can also include additional language to convey their commitment to diversity, equity, and inclusion. Two examples from the University of Iowa’s 2017 *Faculty Search Committee Practices to Advance Equity* include:

1. The University of Iowa is committed to building a culturally diverse educational environment, with a focus on diversifying the faculty. We are seeking faculty who can teach in these and other areas while contributing to the diversity and excellence in our programs and courses through their research, teaching and service (adapted from University of Washington, 2016); and

2. The School/College of (or Department of) ______________ is committed to increasing the diversity of the campus community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area. (p. 14)

Another suggestion offered from the University of Iowa’s *Faculty Search Committee Practices to Advance Equity* manual is to have applicants include a “diversity, equity, and inclusion” statement as a part of the application material (2017). This statement is an opportunity for community colleges to see what contributions the candidates have made to diversity, equity, and inclusion in higher education. Broadening the job description will attract the widest possible range of qualified candidates. Gillies (2016) suggests addressing the following questions when writing a job ad:

1. What qualifications must the person have to succeed in this role?

2. What qualifications might enhance their success and impact?
3. Are there people who could succeed in this role but who wouldn’t meet our qualifications?

4. Are we reflecting a range of interests, backgrounds, and experiences in our description of the position, unit, and institution?

5. Have we described the position’s role, its impact, and how it contributes to diversity, equity, and inclusion? (Gillies, 2015, para. 2)

Publicizing the Position and Building the Pool

At times, community colleges enact the tendency to believe that the “post and pray” method will result in the candidate pool they are seeking. Quite often, these community colleges are not aware of the type of candidate they are seeking to fill open faculty positions to increase diversity. Publicizing the position is an active way to attract diverse candidates. Actively searching for candidates using jobseeker databases and services designed to attract diverse applicant pools enhances the attraction of diverse applicants in the pool. Human Resources departments at community colleges should pay particular attention to the tendency to biases based on institutional reputation.

If a community college has the opportunity to hire more broadly and increase diversity in the classroom among the faculty, the college should be very deliberate in the way it posts positions when targeting underrepresented candidates. The University of Iowa’s Faculty Search Committee Practices to Advance Equity manual continues to offer suggestions for publicizing the position and building a diverse applicant pool (2017). Some of these suggestions include:

1. Circulate job ads in targeted venues that reach diverse applicants, such as specialized publications, professional associations, or focused conferences.

2. Reach out to applicants from underrepresented groups individually during and before a search.

3. Seek out talented scholars at conferences and invite them campus.
4. When contacting colleagues, specifically ask for recommendations of candidates from groups that are underrepresented at the college. (n.p.)

The journal article, *Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty*, by Smith et al. provided this researcher an overview of the current literature related to the explanation for the low representation of faculty of color in academy (2014). The bulk of the research today has focused on historically underrepresented African American, Latino/a, and American Indian faculty in the classroom.

**CONCLUSION**

Responsible leadership demands that community colleges become active participants in increasing diversity in the classroom. Colleges and universities are required to develop Affirmative Action plans to comply with Title VII of the Civil Rights Act of 1964 that prohibits discrimination in the workplace. Affirmative Action is in place to improve employment or educational opportunities for minority groups and women. Affirmative Action began as a government remedy to the effects of discrimination against certain groups. In higher education, a college should be committed to the concept and practice of equal opportunity and Affirmative Action in all aspects of employment. Terms such as underutilization, deficiency, concentration, affected class, goal, problem area, etc., are terms that guide identification of violations of federal, state, or local fair employment practice laws.

Sims (2006) states, “literature on the recruitment and retention of diverse faculty centers on minority populations, mostly using the traditional definition of diversity” (p. 1202). Some literature outlines reasons for low recruitment and high attrition rate of minority faculty. The reasons include small pools of qualified prospective faculty, absent of mentors and support programs on college campuses, high service involvement, feelings of isolation, and hostile and
racist campus environments. Search and selection processes have been under scrutiny by some scholars who cite that the processes are faulty. Community colleges and their departments must recognize that something within their culture is causing low hiring numbers of diverse faculty. Sims suggests that colleges review literature in the area related to diversity initiatives in higher education first before they develop programs and policies to implement diversity missions in colleges (2016).
CHAPTER THREE: METHODOLOGY

INTRODUCTION

Participatory action research (PAR), the methodology that this researcher chose for this study, is grounded in the constructivist approach of qualitative research. Merriam and Tisdell (2016) state by using constructivism approach “The researcher is interested in understanding the meaning a phenomenon has for those involved” (p. 24). PAR allowed this researcher the opportunity to explore different opinions of the participants in this study. As a basis of this research, Kemmis and McTaggert (2007) state that PAR is a learning process whose benefits are the real and material changes in the following:

- What people do;
- How people interact with the world and with others;
- What people mean and what they value; and
- The discourses in which people understand and interpret their world. (p. 279)

Critical action theory “has a strong commitment to participation as well as to the social analyses in the critical social science tradition that reveal the disempowerment and injustice created in industrialized societies” (Kemmis & McTaggert, 2007, p. 273). There is a close connection between PAR and critical action theory because each challenge the structured power relations that include social class, race, gender, sexual orientation, and religion. These types of research studies attempt to engage participants to meet their own needs and interest, which results in the participants who become co-researchers based on the particular study.
O’Brien (2001) defines PAR as “learning by doing — a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again” (p. 3). O’Brien (2001) describes the role of the action researcher:

The researcher’s role is to implement the Action Research method in such a manner as to produce a mutually agreeable outcome for all participants, with the process being maintained by them afterwards. To accomplish this, it may necessitate the adoption of many different roles at various stages of the process, including planner leadership, catalyzer, facilitator, teacher, designer, listener, observer, synthesizer and reporter. The main role, however, is to nurture local Leadership to the point where they can take responsibility for the process. This point is reached when they understand the methods and are able to carry on when the initiating researcher leaves. (p. 11)

Susman (1983) distinguishes five phases that researchers implement within the research cycle of the Detailed Action Research Model, displayed in Figure 4. In the model, the first step is to identify the problem and then collect the data for a more detailed diagnosis. The next step is the action planning stage is the researcher considers alternative courses of action. The third step in the model is taking action by selecting a defined course of action. The fourth step in the model is evaluating the study and the consequences of an action. The last step in the model is to identify the specific learning through the general findings. The problem is reassessed, and the process begins another cycle. This process continues until the problem is resolved as a Detailed Action Research Model.

Ferrance (2000) provided examples of benefits of action research in education. The benefits include:

1. Focus on the school issue, problem, or area of collective interest;
2. Forms the teacher’s professional development;
3. Collegial interactions;
4. Potentially can impact school change;
5. Reflection of the educational practice; and
RESEARCH QUESTIONS

As mentioned previously, the primary purpose of this study is to identify the trends in gaps and barriers to diverse faculty recruitment, selection, and hiring. This researcher achieved this through case studies of several institutions. Mernam and Tisdell (2016) defines case study as an in-depth description and analysis of a bounded system (p. 37). Meriam and Tisdell (2016) further share, “A case study is an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) within its real-life context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 37–38).

This research study used the case study design to address the four primary research questions:

1. What are the trends related to gaps in diverse faculty?
2. What are the trends related to barriers to diverse faculty?

3. What are some of the strategic plans to increase diversity among faculty?

4. Do some strategies appear to be more effective than others in helping colleges to diversify their faculty?

In this qualitative investigation, the researcher used a more open-ended and less structured (informal) approach. Merriam and Tisdell (2016) suggest that “Less-structured formats assume that individual respondents define the world in a unique way” (p. 110). Open-ended questions lend themselves to the informal approach. This researcher would like to note Lazarfeld’s (1935) book, The Art of Asking Why, in which he offered advice on the proper deployment of open-ended questions. Even today, Lazarfeld’s advice is well received among researchers when utilizing open-ended questions in a less structured format of interviews. Lazarfeld (1935) identified six main functions of the open-ended interview. The six main functions include

1. Clarifying the meaning of a respondent’s answer;
2. Singling out the decisive aspects of an opinion;
3. Discovering what has influenced an opinion;
4. Determining complex attitude questions;
5. Interpreting motivations; and
6. Clarifying statistical relationships. (p. 27)

DATA COLLECTION STRATEGY

This researcher researched six community colleges. At each of these community colleges, this researcher asked the institution’s Lead Academic Officer or Director of Human Resources and diverse full-time faculty member’s questions related to the institution’s diverse faculty recruitment, selection, and hiring process at their institutions. See Appendix E and Appendix F
for a copy of the interview questions. This researcher determined the number of diverse full-time faculty participants in this study once she interviewed the Lead Academic Officer or Director Human Resources and they provided the contact information of those faculty members.

This researcher asked each participant a set of pre-determined questions as a guide during the interview. To aid in the flexibility of asking follow-up or clarifying questions, this researcher conducted a semi-structured interview process. Zorn (n.d.) suggest that “Semi-structured offer topics and questions to the interviewee but are carefully designed to elicit the interviewee’s ideas and opinions on the topic of interest, as opposed to leading the interviewee toward preconceived choices” (Discussion section, para. 1). Semi-structured interviews rely on the interviewer to following-up with probing questing to get in-depth information on topics of interest.

**Illinois Community College #1** qualified for the study based on the following criteria:

- Emphasizes diversity in the classroom
- College has a Diverse Faculty Fellows Program

**Illinois Community College #2** qualified for the study based on the following criteria:

- Emphasizes diversity in the classroom
- Has a diversity and inclusion statement
- College has a Diverse Faculty Fellows Program

**Illinois Community College #3** qualified for the study based on the following criteria:

- College website shared diverse hiring workshop for campus leadership
- Website promotes diversity and inclusion within the employee area

**Illinois Community College #4** qualified for the study based on the following criteria:

- College website speaks towards inclusion and diversity among the community
- College has an active inclusion and diversity education committee with representation from different departments across campus
Indiana Community College #5 qualified for the study based on the following criteria:

- Large institution with more than 40 locations
- College has a statement of the three pillars for diversity and inclusion

Illinois Community College #6 qualified for the study based on the following criteria:

- Communicates underrepresented group report for faculty
- Has an initiative to increase diversity in the classroom

Table 1: Community College Demographics

<table>
<thead>
<tr>
<th>NAME OF COLLEGE</th>
<th>NUMBER OF FULL-TIME FACULTY</th>
<th>NUMBER OF DIVERSE FACULTY</th>
<th>SOURCE</th>
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<tr>
<td>Illinois Community College #1</td>
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<td>89</td>
<td>Fact Book 2018-19</td>
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<tr>
<td>Illinois Community College #2</td>
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<td>IPEDS Faculty by Primary Function, Fall 2017</td>
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<td>3</td>
<td>Fact Book 2018-19</td>
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<td>Illinois Community College #6</td>
<td>159</td>
<td>17</td>
<td>2018-19 IPEDS Submissions, website access</td>
</tr>
</tbody>
</table>

Each of these colleges has reported a variety of full-time faculty. This researcher had the goal of identifying six community colleges that were located in rural, suburban, and midsized metropolitan areas in the United States.

Recruitment and Description of Study Participants

This researcher used purposeful sampling to identify the participants in this study. Purposeful sampling assumes that the investigator wants to discover, understand, and gain
insight (Merriam & Tisdell, 2016, p. 96). This researcher identified participants for this study through targeted emails, phone calls, and personal contact to discuss the purpose of the study. Creswell (2009) shares the objective of purpose sampling. Creswell (2009) states, “In qualitative data collection, purpose sampling is used so that individuals are selected because they have experienced the central phenomenon” (p. 217). A sample confidentiality agreement / informed consent is included in Appendix B. This researcher shared the measures to protect the identity of the participants and the privacy and the intent of the use of the data collected.

Federal regulations required that the researcher present specific information about the study to potential participants or their representatives. In addition, the researcher presented information in language understandable for consent to be obtained. The consent process occurred at the time of the interview. When the interview was conducted over the phone, the informed consent form was emailed to the participants prior to the interview. The participants signed, scanned, and emailed the informed consent and returned it to the researcher prior to the start of the interview. At the time of the interview, the researcher reviewed the information with the participants. The researcher recorded digitally all handwritten field notes after transcribing and uploading them to a password-protected tablet. All research notes and transcripts were backed up in a cloud storage space.

This researcher shared the measures to protect the identity of the participants including privacy and the intent of the use of the data collected. This researcher scanned all written consent forms will be scanned and stored electronically. Paper documents will be shredded three years from the date of defense. The scanned documents were stored on an external flash drive with a password protection. In addition, the scanned documents were stored in personal cloud base
storage. This researcher will keep this information for three years from the end of this researcher’s defense date using the appropriate electronic methods.

**Review of Public and Institutional Documents**

This researcher selected an additional methodological approach for data collection for this study that included the public and institutional documents. This researcher obtained data related to the institution’s faculty ethnicity from the U.S. Department of Education National Center for Education Statistics website and the Integrated Postsecondary Education Data System (IPEDS). Additional data collection included news articles, public records, visual documents, internal and external correspondence, and the institutions’ websites.

**Statement Assuring Confidentiality of Respondents in the Study**

To ensure confidentiality of respondents in this study, this researcher signed a confidentiality agreement that maintains full confidentiality in regard to all audiotapes and documentations received. This researcher held to the strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-taped interviews or any associated documents. This researcher did not make any copies of any audiotapes or computerized titles of the transcribed interviews or texts, unless specifically requested. This researcher stored all study-related audiotapes and materials in a safe and secure location. Digital voice recordings were uploaded to password-protected cloud storage. All paper-based documents collected in this study will be locked securely and stored in a file cabinet. This researcher will maintain the research data collected for a minimum of three years from the end of the study.

This researcher turned to Patton’s (2015) validation of the data collected in this study by utilizing the triangulation strategy. This researcher utilized Patton’s suggested tips while
perfecting her observational skills. This included paying attention to the information shared by the participants, learning how to write descriptively, practicing the disciplined recording of field notes, knowing how to separate detail from trivia, and using systematic methods to validate and triangulate observations (Patton, 2015, p. 331).

**RESEARCH SUBJECTIVITY**

As an African American administrator and a former part-time instructor employed in higher education, this researcher has shared similar experiences with participants in this study related to faculty and administrators of color. This researcher served as the diverse faculty recruiter and compliance officer at Illinois Central College for four years. By participating in this study as a researcher and participant, this researcher employed a phenomenological framework of experiences that supported the credibility of this study. Patton (2002) states “The phenomenologist is committed to understanding social phenomena from the actor’s own perspective” (p. 69). This researcher temporarily set aside or “bracketed” the prejudices and assumptions she had through shared experiences in order to examine the influenced data collected.

In this phenomenological framework, this researcher places emphasis on the experience and the interpretation. In this research study, to get to the essence or the basic understanding structure of the meaning of an experience, the phenomenological interviews were the primary method of data collection. Merriam and Tisdell (2016) suggest that prior to interviewing those who have direct experience with the phenomenon, the researcher explores his or her own experiences to examine dimensions of the experience and to become aware of his or her personal
prejudices, viewpoints, and assumptions. Epoché is the terminology for the process, which is a Greek word that means to refrain from judgement (Merriam & Tisdell, 2016, p. 27).

In this qualitative mode of inquiry to increase the credibility of this study, this researcher used triangulation to support the internal validity. This study materialized as follows:

1. Postmodernism;
2. Research design;
3. Population and sample;
4. Instrumentation;
5. Procedures; and
6. Data analysis.

<table>
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<tr>
<th>DURATION</th>
<th>RESEARCH TASK</th>
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<tr>
<td>4 weeks</td>
<td>Conducted pilot study and test data analysis method</td>
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<td>20 weeks</td>
<td>Active Research Phase:</td>
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<td>12 weeks</td>
<td>Campus visits</td>
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<td></td>
<td>*Interviews</td>
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<td></td>
<td>Secondary interviews</td>
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<tr>
<td>4 weeks</td>
<td>Document reviews</td>
</tr>
<tr>
<td>12 weeks</td>
<td>Performed data analysis and summarize conclusions</td>
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Total Duration: 56 Weeks

**DATA ANALYSIS**

Merriam and Tisdell (2016) suggest “Data analysis is the process of making sense out of the data” (p. 202). Consolidating, reducing, and interpreting what the participants have shared during the interviews and what this researcher has seen and read helps to make meaning of the study (Merriam & Tisdell, 2016, p. 202). In this research study, the data analysis helped to
answer the research questions. Here, the purpose statement of the study is how can the gaps in and barriers to diverse faculty recruitment, selection, and hiring be identified.

This researcher inductively gained from the data collected the following answers to the categories or themes or findings of the study:

1. How to derive processes for recruitment, selection, and hiring of diverse faculty;
2. To identify the factors that shaped the processes; and
3. To identify how recruitment, selection, and hiring processes impact diverse faculty at community colleges.

This researcher analyzed the data collected in this study to identify themes that were present from the interviews with participants. The data analysis resulted in categories or themes. Once this researcher identified the themes from the transcripts of interviews, she then placed in segments for coding purposes. Merriam and Tisdell (2016) describe assigning codes to pieces of data is how a researcher begin to construct categories and the categories are then placed in the assigned groups.

**TRUSTWORTHINESS OF THE DATA**

Merriam and Tisdell (2016) stated, “Ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner” (p. 237). Shenton (2004) suggests that many critics are reluctant to accept the trustworthiness of qualitative research, frameworks for ensuring rigor. Shenton (2004) offers a guided perspective from author Egon Guda’s construct criteria employed by positivist investigators. The criteria include:

1. Credibility (in preference to internal validity);
2. Transferability (in preference to external validity/generalizability);
3. Dependability (in preference to reliability); and
4. Confir mability (i n preference to objectivity). (Shenton, 2004, p. 64)

In this research study, this researcher assumed that the reader understands that she followed procedures faithfully. The reader will depict that the conclusion or findings of this research study, make sense. To support the validity of the study, the strategy used was triangulation. Triangulation is the use of multiple methods, multiple source of data, multiple investigators, or multiple theories to confirm the study’s emerging findings (Merriam & Tisdell, 2016, p. 245). This researcher compared and crosschecked data collected through observation at different times throughout the research process.

Internal Validity or Credibility

Merriam and Tisdell (2016) state “Internal validity deals with the question of how research findings match reality” (p. 242). Merriam and Tisdell (2016) offer the following questions for consideration in terms of internal validity:

1. How congruent are the findings with reality?
2. Do the findings capture what is really there?
3. Are investigators observing or measuring what they think they are measuring? (p. 242)

For this study, achieving internal validity is important because the participants must believe that the results are credible. As mentioned earlier, triangulation is one of the strategies used in this research study. Another important common strategy that this researcher implemented in this study to determine internal validity or credibility is member checks or respondent validation. This researcher solicits feedback on the preliminary or emerging findings from other participants in the study. Member checks is an important way of ruling out the possibility of misinterpreting the meaning of what participants share (Merriam & Tisdell, 2016, p. 246).
This researcher also utilized another strategy to assure that adequate engagement in the data collection. This strategy helped this researcher to get as close as possible to participants in the study and to better understand the phenomenon being studied. The time spent collecting the data was determined based on variation in the understanding of the phenomenon by this researcher. Listed below are the validity and reliability tools this researcher used to support my study:

1. Triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm the study’s emerging findings.

2. Member checks: solicit feedback on the preliminary or emerging findings from participants interviewed.

3. Adequate engagement in data collection: begin to identify the saturation of the data and begin to analyze the data findings.

The tools needed to organize the data analysis include field notes, recordings, and other tools needed to document this researcher’s findings.

CONCLUSION

This study presented predictable findings that lead to limitations. Some of these limitations included the participant’s response to participate in the study. The researcher completed the initial recruitment of participants by email. There was not a guarantee the recruitment efforts would elicit the needed response. This could have resulted in the lack of data needed to support the findings and generate a conclusion. To help address this limitation in the study, this researcher expanded her field work and reached out to a wider net of potential participants.
CHAPTER FOUR: FINDINGS AND RESULTS

INTRODUCTION

This chapter focuses on the examination of administrators and diverse faculty experience with recruitment, selection, and hiring at community colleges. It highlights thematically the participants’ perceptions about hiring practices at their institutions. The chapter begins with the profile of the participants in the study and continues with the general discussion of the participant’s perceptions of the recruitment efforts, selection efforts, and hiring practices used at their institutions. This chapter concludes by examining each question in the study with respect to how the answers support the results of the data collected, the emerging themes, and findings.

This researcher conducted interviews with the five Lead Academic Affairs Officers or Directors of Human Resources and four full-time minority faculty at community colleges. Additionally, this researcher reviewed each institution’s documents and information related to diversity recruitment efforts readily available on their websites. To validate the credibility of the research findings, triangulation methodology was helped to guide the strategic instrument of internal validity.

Initially, the researcher analyzed the research data collected to begin to draw the appropriate conclusions of this study. This researcher focused on answering the following research questions:

1. What are the trends related to gaps in diverse faculty?
2. What are the trends related to barriers to diverse faculty?
3. What are some of the strategic plans to increase diversity among faculty?
4. Do some strategies appear to be more effective than others in helping colleges to diversify their faculty?

PARTICIPANT OVERVIEW

In this qualitative research study, this researcher used purposeful sampling. Merriam and Tisdell (2016) state, “Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 96). The type of purposeful sampling used in this study specifically was snowball or network sampling. Merriam and Tisdell (2016) suggest that snowball sampling involves locating a few key participants who meet the criteria for the study (p. 98). In this study, this researcher asked the aid of the Lead Academic Affairs Officer or the Director of Human Resources of names diverse full-time faculty who would be willing to participate in the study. Ultimately, the snowball effect worked most effectively for this study.

The researcher conducted interviews over the telephone. She obtained demographic information through general questions during the interviews as well as public information posted on the institution’s website, internet Google search, and the Integrated Postsecondary Education Data System (IPEDS, 2019).

The questions designed for the five Lead Academic Affairs Officers or the Directors of Human Resources who participated in the study fell into six subject areas to help generate the expected themes of the research study. The six interview sections included:

1. Job descriptions;
2. Recruitment;
3. Selection committees;
4. Interview process;
5. Barriers and gaps; and
Institutions’ responses to increasing diversity in the classroom.

The researcher divided the questions designed for the four diverse faculty who participated in the study into five subject areas to help generate the expected themes of the research study. The five interview sections included:

1. Recruitment and position at the college;
2. Recruitment and selection process;
3. Experience at the college in current position;
4. Onboarding; and
5. Institutions’ response to increasing diversity in the classroom.

To conduct the study, this researcher requested and received Institutional Review Board approval to allow participants to participate in this qualitative study (Appendix A). This researcher sent participants an email inviting them to participate in the study. The sample emails sent to participants in this study are located in Appendix C and Appendix D.

In addition, this researcher sent participants a copy of an informed consent form and a copy of the questions for them to review prior to the interview (Appendix B). This researcher began contacting potential participants in the study on December 11, 2018 and concluded the interviews on April 11, 2019.

Table 3 and Table 4 profile the participants who were included in this study. To protect the anonymity of all participants in this study, this researcher used pseudonyms for participants and their institutions.
Table 3: Lead Academic Affairs Officer or Director of Human Resources Study Participant Profiles

<table>
<thead>
<tr>
<th>PSEUDONYM</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Erica</td>
<td>Vice President of Academic Affairs</td>
</tr>
<tr>
<td>Larry</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Ruby</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Jacob</td>
<td>Vice President of Academic Affairs</td>
</tr>
</tbody>
</table>

Table 4: Diverse Faculty Study Participant Profiles

<table>
<thead>
<tr>
<th>PSEUDONYM</th>
<th>ROLE</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vickie</td>
<td>Diverse Faculty</td>
<td>STEM</td>
</tr>
<tr>
<td>Jacob</td>
<td>Diverse Faculty</td>
<td>Business</td>
</tr>
<tr>
<td>Mark</td>
<td>Diverse Faculty</td>
<td>STEM</td>
</tr>
<tr>
<td>Andy</td>
<td>Diverse Faculty</td>
<td>Health Careers</td>
</tr>
</tbody>
</table>

All interviews were audio recorded with the approved permission from the participants. The researcher used two formats to back up the audio recordings: a Smartpen (a self-contained ink-pen with an enclosed microphone) and a voice recorder (a voice-recording device used to transfer audio electronically to a computer, iPad, or tablet). This researcher elected to utilize audio recording as well as general field notes as a method of capturing the statements shared during the interviews. The SAGE Encyclopedia of Qualitative Research Methods handbook (2008) provides suggestions when taking notes and audio recording interviews.
1. Researchers are free to think creatively while the interviews are taking place. Taking copious notes while participants are speaking makes it difficult to steer concentration and give appropriate focus to the intent behind what the speakers are communicating;

2. Tape recording the interviews allows researchers to conduct later in-depth analysis of participants’ statements—comparing them with previous or future statements as well as with the interviews given by others; and

3. Recording participants’ words ensures integrity of the data. Social Psychologists indicate that they tend to fill in gaps when information is missing. By audio recording participants’ interviews researchers are more assured that they are capturing the true essence of interviewees’ intents. (p. 190)

Audio recordings were stored in the cloud and protected by a secure password only accessed by this researcher. This researcher took field notes during each interview to accurately capture the analysis of the findings. Field notes were stored in a secure locked file cabinet or cloud-protected by a secure password only accessed by this researcher.

**DATA COLLECTION**

The data collection methods utilized in this study included phone interviews, artifacts, college website data, historical data, and IPEDS data reported to the site. This researcher employed triangulation to help validate this study and to confirm the study’s emerging findings. This researcher compared and cross-checked data collected through means of document review phase of institutional documents pertaining to each institution’s website information. This researcher searched for specific words, terms, or phrases, on the institution’s website that included diversity, diverse, recruitment, inclusion, diverse faculty, commitment to diversity, and increase of diversity. Information regarding the documents used for the data collected will be incorporated in the findings and themes presented later in this chapter.
FINDINGS AND ANALYSIS: LEAD ACADEMIC OFFICERS OR DIRECTORS OF HUMAN RESOURCES

In this study, themes that emerged from the data collected were pertinent from the perspectives of the participants. The researcher analyzed the data presented from the six subject areas outlined in the questions to establish the summary and conclusion of the findings. In this section, this researcher will summarize the answers within the subject areas, identify the emerging themes, and summarize the findings of the study.

Job Description

The focus of this section in interview questions was to explore how the participants’ institutions write their job descriptions for full-time faculty with diverse wording incorporated in the specific postings. The five participants who responded to this question responded that their institution does not provide additional language in their job descriptions that highlight diversity. Each participant shared that he or she saw the importance of highlighting diversity in their postings, but they have not supplied that language beyond the required Equal Employment Opportunity (EEO) statement.

The U.S. Equal Employment Opportunity Commission (n.d.) requires employers (depending on the type of employer, the number of employees, and the type of discrimination alleged) to post notices describing, “the Federal laws prohibiting job discrimination based on race, color, sex, national origin, religion, age, equal pay, disability or genetic information.” Typically, protocol request that are placed in conspicuous locations around the workplace. In addition, employers are encouraged to post electronic notice on their websites. Many employers will summarize the requirements in an EEO statement through their job site as a best practice. This is an opportunity for the employer to voice a commitment to equal opportunity and diversity
in the workplace. The U.S. Equal Employment Opportunity Commission mandates that employers include a sentence along with a statement of non-discrimination practices in their job posting. For example, “[Company Name] is an equal opportunity employer.”

This researcher viewed each participant’s human resources website to gauge what type of language the institution used to emphasize diversity in the recruitment efforts of potential candidates. There appeared to be general statements about the importance of diversity in the community stated on the websites. Some of the statements on the participant’s institutions websites included:

- Our goal is to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of our people and culture.

- The office of Human Resources is committed to promoting diversity and inclusion, ensuring employee health and safety, recognizing and rewarding employees and working to guarantee nondiscriminatory employment through fair compensation and equal employment opportunities.

- The College provides equal educational opportunities to all students and equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, gender, sexual orientation, national origin, age, disability, marital status, status as a veteran, or any other protected status under federal, state or local laws. This policy applies to all terms and conditions of enrollment and employment.

- The College prohibits discrimination on the basis of race, color, ethnicity, national origin, marital status, religion, sex, gender, sexual orientation, gender identity, disability, age, or veteran status. The College is committed to providing equal opportunity in education and employment for all. Discrimination based on any protected class is prohibited.

One institution directed potential applicants to the diversity statement that highlighted a culturally diverse community among students, colleagues, and community members. The institution houses this diversity statement is housed under the Office of Diversity and Inclusion.
Recruitment

The focus of this section of the interview questions was to explore the recruitment process of the participant’s institution. The research asked six questions that referenced the participant’s institutions recruitment practices, efforts, and goals of the participant’s institution. One participant identified an individual at their institution that focuses on diverse recruitment efforts. This person’s role is to recruit diverse applicants for the college. The participant shared that he or she does not find that recruiting applicants in the pool is the issue, but rather selecting and hiring diverse candidates from the pool remains a focus of concern. The other participants consistently shared that they do not have a person dedicated to recruiting diverse faculty at their institution.

The participants continued to share similar recruitment advertisement efforts of open positions. Many of the participants shared that they do not advertise much with their local newspaper as written print advertisements do not attract qualified diverse candidates. Many of the recruitment advertisement sites the institutions utilize include *The Chronicle of Higher Education*, Indeed, *Journal of Blacks in Higher Education*, listservs, HigherEdJobs.com, etc. This researcher noted that if the participant shared a recruitment site to advertise open full-time faculty positions, that participant only referenced African American and Hispanic job websites. There was very little discussion shared about other ethnic diverse faculty recruitment efforts or niche advertisement sites that attract Asian, Native American, or Hispanic candidates.

In reference to community outreach of diverse, full-time faculty, participants shared that they link with local universities, local African American businesses partners and organizations, alumni, Black fraternities and sororities organizations, and word of mouth. What appeared to be
a consistent theme in the responses from the participants is again, they did not reference other potential candidates of color other than African Americans.

Many of the participants shared that there were approximately five to 10 full-time faculty positions advertised in the most recent academic year. The participants reported that there were no diverse faculty candidates hired from the selected pool. In Figure 5, the American Association of Community Colleges (2018) reported that nearly 75% of community college faculty were White. “Within the faculty, full-time instructors are less diverse than part-time faculty, with 77 percent of full-time faculty reporting they are White, compared to 74 percent of part-time faculty” (American Association of Community Colleges, 2018, n.p.).
Some of the statements shared in the interviews related to recruitment efforts that reinforce the gaps in and the barriers to recruitment, selection, and hiring of diverse full-time faculty included:

- Our challenge is always sort of getting as you go through the evolution of the hiring cycle from applicants to candidates to finalist to the person selected. We try to map that and try to make sure that we look at those things. We evaluate those things because the thing that we noticed is that we were really strong with getting applicants that's never been the problem. It's been more that as folks cycle through the process the diversity seemed to diminish as we got closer to the finalist....

- Something else we just started is actually going out in person to local businesses in our community that are either located in a geographic area that maybe has a diverse population or the nature of the business might have a more diverse population of customers.... Certainly, we get that when we’re looking for something as specific as a director of planetarium and someone with a master’s in physics, ok what’s the statistical probability of walking into a barber shop and the person is going to be there.

- No, we do not designate anyone one person to attend recruitment events specialized in diverse faculty recruitment events.

- I freely admit, we do not utilize diverse publications to publicize positions as we should. We remind HR to utilize sites to look for diverse candidates.

- Very difficult to find diverse faculty to fill open positions. As I said, we are in a rural area and it makes it difficult to find qualified candidates.

Selection Committees

Search committees are a critical element in the selection and hiring process of recruiting diverse faculty: “Effective search committees believe that diversity is a priority and can link diversity to organizational effectiveness” (Academic Impressions, 2017, para. 5). The five participants who responded to these sets of questions shared their institution’s process of selecting and training search committee members. In this subject area of interview questions, this researcher asked the participants to focus on the training of search committee members and how
diversity is incorporated in the process as well as managing the attempts of selecting qualified diverse candidates in the pool.

Each participant in the study reported that search committee members are all trained how to serve on a search committee. The training consistently involves procedural practices rather than emphasizing diversity and unconscious bias. When asked questions related to diverse hiring training practices that include unconscious bias training, participants reported that there is some discussion of diversity and unconscious bias addressed in their training processes. What appeared to be a reoccurring theme was the lack of emphasis made upon incorporating diverse hiring training and unconscious bias training in their search committee training processes.

Search committees have the opportunity to identify the areas of underrepresentation of diverse candidates in specific academic areas. Some of statements that were shared included:

- We do search committee training but only a portion of the training does cover diversity and recruitment. The rest of the training is kind of more procedural and profits and complaint related. Reminding people about equal opportunity compliance in the search process is something we want to do.

- Our applicant review team training addresses bias.

- We actually have two that they have to attend. One is put on by a third party and really focuses on unconscious bias. And then we do an internal one which is about how the search committee works and the process for the search committee so and there’s a piece in there that talks about diversity as well, so yes, the answer is yes.

- Would be part of internal training. Unconscious bias is not stressed as much. Several years since I have seen them, not sure if training has infused that.

- We try to, we’re kind of, we do a section training but we’re kind of at the point where everybody has been through it so sometimes if you have a lot of experience, people on the committee, there won’t be a training. But it’s definitely a part of the training.

The participants in the study shared when the search committee makes an initial recommendation to move a candidate or candidates through the process and if there is not a
diverse candidate in their recommendation, Human Resources will review their
recommendations. The participants shared the following:

- We always try to push back and say, “You know, we noticed in this pool you have
  some diversity and candidates and we’re really interested in seeing if they’ve looked
  at the individuals closely,” and, in some cases, we might have the individuals come
  back in and meet with whoever the hiring authorities next level up might be.

- Generally, what happens is when the pool is presented for scoring, sometimes we will
  go down a couple of more to get to diverse candidates if we need to do that if they’re
  not in the regular pool.

- We will send to HR. On occasions will say that if there is no diversity among the
  candidates, is it the right composition then you need to consider diversity. Broadly
  define some areas where there is no representation.

- So, every search we do, not just faculty, for full-time search that we do, we assign a
  trained EEO rep. to the search, and their role is to make sure the policies are being
  followed.

Interview Process

The focus of this section was to explore the interview process of each participant’s
institutions. This allowed the researcher to focus on how diversity was emphasized the
institutions. The most important part of the selection process is the interview and the questions
asked during the interview.

The researcher asked participants in this study questions related to diversity and inclusion
questions asked of candidates in the process. Three of the participants shared that at their
institution they require that there are questions asked of candidates related to diversity and
inclusion. The other two remaining participants shared that they do not require diversity or
inclusion questions asked of candidates in the interview.
**Barriers and Gaps**

The researcher asked participants to identify what they perceived as barriers and gaps that exist in the recruitment, selection, and hiring process. The participants communicated the following:

- I don’t think there are myths about the faculty members themselves. I think the myths are the lack of diversity and our location that people just don’t want to come here.

- Postings in national publications may be expensive. Selection can be difficult. Internal candidates may not take the process seriously. It is important to educate the organization. Hiring – move too fast, we must slow down. We do not vet candidates as oppose to waiting. We don’t use technology to our advantage which limits the diversity of candidates.

- Diverse hires result from diverse applicant pools and it can be challenging to ensure job postings are reaching qualified diverse populations.

- And then I think, for us at [college name] some of the faculty positions that we are recruiting for, the people who may qualify for the position might, you know they’re not gonna be in our backyards.

- One myth minorities face are they are selected because they are minorities. For some at the institution, they want to increase diverse faculty. Sad: when diverse faculty are introduced, they have to share their credentials to get approval.

Some participants did not answer the question fully. Many talked about their reputation and need to fill open positions, but they did not focus on recruiting and selecting diverse faculty from pools. One participant shared a perspective on the college’s Faculty Fellows program. That participant reflected on how important the program was for efforts to increase faculty diversity.

In reference to the institutions strategies that may be in place to increase diverse faculty hires, four of the participants shared that their institutions did not have strategies in place to address increasing diverse faculty hires. One participant shared that at his or her institution there exists a task force that is currently being formed to review all college policies and practices.
related to diversity, inclusion, and equity over the 2019 calendar year to address opportunities for improvement.

**Institutions’ Response to Increasing Diversity in the Classroom**

Providing institutional goals and strategies to increase minority faculty in classrooms is a step towards communicating diversity initiatives. This researcher asked participants in this study a serious of questions that addressed what type of strategic plans that are in place at the institution to increase diversity in the classroom. As mentioned in the previous section, many of the participants shared that there are not strategic plans in place at their institution that directly address increasing diverse faculty numbers in the recruitment process.

The participants shared that there are no formal mentor programs for faculty. They also shared that efforts to retain diverse faculty at their institutions include providing professional development opportunities, having competitive salary and benefits packages. One participant shared that at his or her institution, diverse faculty are more likely to stay in their positions for a long period of time.

**Emerging Themes or Findings**

In this study, the participants shared a common interest and concern to increase diversity of full-time faculty at their institutions. Through the information shared in this study, four main themes emerged. The first theme that emerged in this study was that consistently the participants shared that within their institution’s job descriptions there is no specific language referencing the diversity and inclusion. When asked the question related to language highlighted in each participants’ job descriptions that fully identifies the need and goal of increasing diversity in the
classroom, participants did not have much to add to the discussion. Many of the answers related to this question were closed ended answers that involved a “no” response.

The second theme that emerged in this study was there was little to no targeted recruitment efforts to recruit diverse candidates. At each of the participants’ institutions, there is no full-time professional who has a scope of work dedicated to recruitment efforts specifically targeting diverse faculty. Participants provided a narrow view of ethnic groups. Throughout the interviews, participants referenced, more often than not, African American candidates in their pool. There were a couple references of Hispanic candidates but only in the context of diverse advertisement subscriptions.

The third theme present in this study was unconscious bias is not addressed in search committee training. Some participants mentioned that training defines unconscious bias, but trainers do not stress it, and strategies to overcome it are not addressed. Although unconscious bias is an important contributor to why institutions do not hire qualified diverse candidates, it appears that the participants’ institutions are not incorporating bias training in their search committee training.

The fourth theme that emerged in this study addressed the commitment to increasing diversity among full-time faculty, which was not included in their institution’s strategic planning goals. Although some participants shared that their institutions have plans to address this area by reviewing data and creating task teams, there have not been clear strategic goals set in place to allow academic departments to focus on measurable goals.
FINDINGS OF DIVERSE FACULTY

This researcher analyzed data presented from the five subject areas outlined in the questions asked of the participants to establish the summary and conclusion of the findings. In this section, this researcher will summarize the answers within the subject areas, identify the emerging themes, and summarize the findings of the study.

Background and Position at the College

Each participant in this study provided a wealth of experience teaching in higher education. One participant has been teaching full-time in the science, technology, engineering, and math (STEM) area for over 20 years. Another participant has also been teaching in the STEM area for 12 years. In his current role, he serves as the chair for his department as well as a full-time faculty member at his institution. This participant shared that he was an international student at his institution, and he transitioned as a full-time faculty member after graduate school. The third participant in this study has been teaching for just under a year in the business area but has served as an adjunct faculty in the capacity of his career for four years. The final participant in this study has been teaching for 13 years, also in STEM. In his current role, this participant serves as dean of his department as well as teaching full-time in his area of focus.

Recruitment and Selection Process

The focus of this section of the interview was to explore how the college recruitment and selected participants in the study for their current positions. Participants provided this researcher an assessment of his or her experience in the process including the overall evaluation of their institution’s process.
In the interview, this researcher asked the participants to reflect upon the recruitment process. They also shared whether they remember if the institution highlighted diversity in the job description posting. The participants shared the following assessment of their experience:

- To be honest, the job description did not have diversity highlighted.
- Current position is a Faculty Fellows position and, in the job description, it highlighted diversity.
- I don’t believe so, at the time, no diversity statement was in the job description then. There was no diversity requirement or a general statement.
- Um, I don’t recall, specifically in the advertisement.

The participants consistently shared that when they interviewed for their position, there were no diverse search committee members present. In reference to questions directly linking the participant to his or her contributions to diversity in the classroom, participants shared that there were no questions asked related to this her contributions. One participant in the study shared that many of the questions asked during the interview focused on his or her experience in the field.

The participants shared that they received timely notification when their institutions offered them the position. The participants shared that they received offers of employment roughly within two weeks of their interview.

**Experience at the College in Current Position**

The focus of this section of the interview was to focus on the participant’s interpretation of their experience at their institutions and how diversity has affected their experience. In addition, this section of the interview was an opportunity for the participants to share the relationships they have with minority faculty, students, and staff. The participants shared the following assessment of their experience with developing relationships with other faculty and staff at his or her institution:
Yes, I utilize a philosophy of getting to know people. I reach out to direct reports, nursing faculty, other deans in other sciences, also in the student services area.

With my administer duties and the nature of my position, I work with offices across the campus to leverage those relationships.

Yes, I have. I have participated in the New Faculty Institute and Harvesting Dreams. I have served as a guest lecture. This promotes good relationships.

Yes.

The participants further shared that their relationship with students of color at their institution has been very positive. The participants shared the following observations and interactions they have with students of color:

- The relationship is good. I am out there. So, people know who I am. It is a good practice to one, to have people know who you are and that two, people in my role look like me. The health space is not that diverse with African Americans. But it is growing.

- Since being a chair, it has waned. As a faculty member, I have more time to mentor students. I was an international graduate student at my institution. I try to go out of my way to develop organic relationships with diverse students.

- Many times, students reach out to me. I meet lots of students of color through the GED program and Harvesting Dreams. I have a good relationship with students.

- Pretty cool. I come in contact with so many people. Many students stop by office. They see me in the community. One of my highlights is that diverse students know I am here.

When asked how students react to them when they discover that they are a person of color, the participants offered varying responses to the question:

- Kind of hard. The first day of class, I try to make them feel comfortable. I have been there so long. Students understand me. There is a sense of ease and they relax. I think that some of this has to do with, I don’t look my age. I look younger than what I am.

- The first day of class, kind of a shock. They see I am a person a color. They see I am a young person and they see my credentials. Initially, during my introduction to students they have a great respect for me.
• In class, students cannot tell where I am from, based on my last name is from. Students come in blind. When they walk into class, I look across the classroom to see who is comfortable, uncomfortable, or surprised. I am looking for micro expressions. My first three lectures, I like to see who is uncomfortable. I will try to identify and relate to being a man of color. By the end of the semester, I reduce that. I tend to look at myself as an ambassador. I do not see the shock as often as I used to. There is about 2% students of color at the institution.

• Often something obvious or not. You have to train yourself to look around. You can tell by the faces who is taken aback. We are looking for transition for students to see things differently. This is wonderful for me.

This researcher asked the participants to describe their institution’s culture related to diversity and inclusion. The participants provided the following perceptions of their institution’s culture as it relates to diversity and inclusion:

• We are making strides towards the strategic plan. We have a statewide system. In this region, we have someone responsible for providing oversight. They make a concerted effort that is emphasized and encouraging for the college. They have brought forward to being diverse faculty to the pool.

• I am somewhat removed from specifics. I used to be a part of the Diversity Committee about six years ago. I removed myself from the committee. I believe we have an open and caring culture for the most part. Faculty and staff have undergone training for Safe Zones. Policies on diversity are present. Job descriptions have a blurb about diversity, and they are family oriented.

• This is still being defined. Terms of direction, I have not seen it very clear “this is how we do it”; this is not clear.

• Outward appearance, it is good. But inward, need work. We need to speak the right language. There are things at the institution that can promote more racial and equity among faculty and students.

The participants offered suggestions or advice to potential diverse candidate who may apply for a faculty position at their institution:

• Overall, good place to work. However, don’t let anyone pigeonhole you. Don’t let people limit you. If you want to do something, do it. Also, speak up. Part of problem people do not understand is they need to hear different perspectives.

• Not to take anything personal. Be the best advisor, person. Be open to the experience of learning. Growing perspective of diversity and learning.
• From my experience, consider yourself an ambassador. You may be the first person a person of color may encounter. Make positive interactions. May be their only experience. I take that is very important. I try to mentor a person of color in my position.

• Make sure they are qualified for the position. Make sure they stand out. I would emphasize to review the job description. Look for key words that jump off the page the University is looking for. Keywords are the qualifications: best pieces, want to excel, grow, and learn. Is the position a good fit? Not only is the institution interviewing the candidate, the candidate is interviewing the institution.

Onboarding

The focus of this section of the interview was to focus on the participants in this study’s experience with their institutions onboarding process. This includes both formal and informal mentoring programs, new staff acclimation programs and activities, as well as information shared about the community. The participants shared their institution’s processes for onboarding new faculty:

• I have to speculate a bit, there is relocation assistance, information about housing, discounts, access to discounts. I have not hired anyone from a different state.

• A week before faculty start, around August 3 fall semester begins, there are workshops and onboarding. Faculty meet with the president, vice presidents, they fill out forms, take tours and they do this as a cohort. Not sure what is in the onboarding of people out of state, but during my time, I was a student.

• For faculty, there is a New Faculty Institute they attend. There are professional development opportunities, to learn more about the institution.

• The department does a good job. Someone is assigned to you to be helpful. But the whole department, someone assigned can help you and answer questions. Overall, people are helpful.

Institutions Response to Increasing Diversity in the Classroom

This researcher asked participants in this study a series of questions that addressed their perspective of their institution’s commitment to recruiting diverse faculty in the classroom. The participants shared a wide variety of responses to the questions that included:
• Need more people like [name of mentor], willing to see and care and notice this is a problem. [Name of mentor] is committed. All levels. Takes lots of people committed. Diverse students need to see representation on all levels. Very important.

• The institution values diversity. The communicate by acknowledging areas that need work. Faculty have ways to share diverse areas. They value it working towards goals. I see little things.

• Hire more. The more you hire, those here will be willing to stay around. Improve diversity and inclusion.

• Valuing diversity: Still being measured. Has not done everything but working towards improving a diverse atmosphere.

• Think – opinion answer to that as a chair, hired six of 15 in my division. The nine not hired were international candidates. Policies hiring working visa candidates, could change this policy. Candidates were qualified, not too many candidates were qualified. Not too many STEM candidates who would come to the area for those positions. Hard to find local talent. Permission to hire international. Another: make an effort in job description to advertise. Put a blur in the job description with preference of a person of color, would be nice. As we speak, three people of color at my institutions, and there are 250 faculty total: one from Nepal, one from Iraq, and me, from Nigeria.

• Yes, they are open to it. Recognize their responsibility. Slightly more representation than in the community.

• From an organization, partnering with neighbors to focus on underserved minority – urban high schools (do outreach). The institution is an avenue to pursuing if a student does not know what they want to do.

• Use data. Look at systems. What worked well, what they can tweak. Need to have more people share the same vision. Look at higher education, HBCU, or local, what do want that person to do? Looking for more diverse connections. Need to know what the position will look like. Measure the initiatives.

Emerging Themes or Findings

The participants in this study provided insight regarding the need to increase diversity in the classroom among fellow faculty members. The perspectives provided this researcher a view of their experiences at their institution. Each participant in this study shared a common theme
Concern for the importance of increasing diversity in the classroom. Through the information shared in this study, three main themes emerged.

The first theme that emerged was that the participants' institutions did not emphasize diversity in the job description. Lee (2014) states “One of the causes of a poor hiring recommendation or failed search is a poorly conceived position description and poorly written advertisements” (p. 54). A best practice for an institution to convey the importance of diversity and inclusion in recruitment efforts is to clearly state its values and principles rather than emphasizing the desire to comply with equal opportunity laws. This particular theme was also one of the emerging themes for the Lead Academic Affairs Officer or the Director of Human Resources participants.

The second theme that emerged in this study involved the continued need for institutions to improve diversity and inclusion. Many of the participants echoed similar statements that emphasized the importance of focusing on diversity and inclusion in the classroom. One participant shared that she sees the efforts by her institution to improve in this area. Another participant shared his personal experience as a student and then part of the faculty and his transition from a student to a professional. He shared that he always felt welcomed and supported by the institution and as an international student, he believed that his institution emphasized the importance of diversity and inclusion.

The participants shared that their institutions are working towards improving diversity, but they did not provide examples of what efforts are being implemented. This researcher gained the impression that the participant’s institutions are making strides by reaching out to the community, however, there appeared to be more work to be done. Overall, the participants are very happy at their institutions. The participants feel valued and heard at their institutions. Each
of the participants referenced retention at their institutions and how it relates to diversity and inclusion.

The third theme that emerged in this study was the participants shared that their institutions did not have onboarding processes for diverse faculty. Onboarding is the process that helps new employees acclimate to their new positions. The onboarding process is an important part of the hiring process. Candidates consider how the institution prepares the employee to succeed. The participants in this study shared about the lack of formal onboarding processes that focus on the needs of diverse faculty at their institutions. One of the challenges institutions face is the impact of engagement of underrepresented minority faculty and staff during onboarding, beyond the first three months on the job. It appeared that the onboarding process was not as important or a necessity in the recruitment, selection, and hiring process.

Overall, the participants shared their institution’s onboarding process as it relates to new faculty acclimating to the college. This included completing forms, taking tours, and having the needed access to the institution’s online systems. Although these practices are important as it relates to onboarding once the new faculty member has been hired, there appeared to be a lack of documented procedures beyond the institute access for employees. The participants were not able to identify the practices that are in place to help new faculty connect to programs and services in the community that help address their individual cultural and personal needs.

CONCLUSION

Chapter Four presented data from the interviews conducted with the Lead Academic Affairs Officers or the Human Resources Directors and diverse faculty at community colleges. This researcher conducted interviews over the telephone and recorded them to allow for data
collection during the study. The data collected from the interviews addressed the four research questions and this researcher used it to understand the participants’ perspectives of recruitment, the selection committee, the interview process, barriers and gaps, their institution’s response to increasing diversity in the classroom, the participants’ experience at their current institution, and onboarding processes.

The participants were open and candid about their experiences and institution’s strategic goals related to diverse faculty recruitment, selection, and hiring. The findings illustrated a continued need to improve diverse faculty recruitment efforts at the community college level. The findings confirm those of previous studies regarding continued gaps in and barriers to diverse faculty recruitment.
CHAPTER FIVE: ANALYSIS AND IMPLICATIONS OF THE RESULTS

INTRODUCTION

Chapter Four provided the reader with an in-depth analysis of the five Lead Academic Affairs Officers or Directors of Human Resources as well as the four diverse faculty members’ individual perspectives of their institution’s recruitment, selection, and hiring processes. Chapter Four also provided this researcher the context needed to answer the research questions in this study. Briefly reviewing the purpose of this study, this researcher designed the four research questions to help collect the data needed to analyze the findings and draw the appropriate conclusions. This research focused on answering the following research questions:

1. What are the trends related to gaps in diverse faculty?
2. What are the trends related to barriers to diverse faculty?
3. What are some of the strategic plans to increase diversity among faculty?
4. Do some strategies appear to be more effective than others in helping colleges to diversify their faculty?

This chapter includes three sections. The first section will be an assessment and overview of the research questions as they apply to the study. This researcher will answer the research questions based on the data and findings collected. The second section in this chapter will outline recommendations to improve recruitment, selection, and hiring of diverse faculty in the classroom. The final section will conclude with a brief personal reflection and overall conclusion of the entire study.
RESEARCH QUESTIONS

1. What are the trends related to gaps in diverse faculty?

Recruitment, selection, and hiring gaps continue to be areas that community colleges have to address when trying to increase diversity in the classroom. Recruitment gaps identify recruitment challenges in the efforts to recruit diverse faculty. In this study, there were prevalent gaps that appeared to be visible when this researcher asked participants specific questions about their institution’s efforts to improve diversity in the classroom. In order to answer this question, it is important to be able to define what gaps in diverse faculty mean.

Recruitment gaps point to challenges in the efforts to recruit diverse faculty. There is an imbalance between diverse students and diverse faculty at community colleges. Patterson (2018) stated:

Experts say that the diversity gap begins early, using the metaphor of a ‘leaky pipeline’ – the path through education, recruitment, hiring and continued support – to explain how we begin with a diverse student body full of potential teachers but end up with a workforce that’s overwhelmingly female and white. (para. 1)

This appears to be true in the research provided on a national level as indicated in the National Center for Education Statistics (2016).

The participants in this study shared gaps that exist in recruiting diverse faculty that include where the institutions post their job descriptions and recruit diverse faculty. Colleges have to recruit in areas where diverse candidates are more likely to search for positions. There is persistent underrepresentation of African Americans, Hispanics, and Native Americans in the classroom, while White and Asian professors are overrepresented across disciplines. The problem is especially persistent in the disciplines that are in the STEM area.
In this study, the Senior Academic Affairs Officer and/or the Human Resources Director shared the same message about how their institutions rarely emphasize the importance or value of meaningful contributions that diverse faculty members bring to his or her institution. There appears to be a clear disconnect with the intent to recruit, select, and hire diverse faculty.

In a publication for Academic Impressions (2017), three academic panelists were asked to discuss the gaps they see in how institutions are hiring and onboarding diverse talent. Although onboarding was not an emphasis of this study, it was a guiding factor of how institutions prepared the initial search for qualified diverse candidates. There did not appear to be shared interest among the information shared by the participants that onboarding has value in the search, selection, and hiring process of qualified diverse candidates.

This researcher believes that the participants in this study consistently shared that training search committees is a practice their institutions adhere to, but diversity is not clearly a priority in the process. Later in this chapter, this researcher will address the importance of training search committee members and the importance of recognizing unconscious bias in the process.

2. What are the trends related to barriers to diverse faculty?

This researcher found in her discussions with the participants that the Lead Academic Affairs Officers or the Human Resources Directors could not fully articulate the barriers or myths that are present in the recruitment, selection, and hiring of diverse faculty. One participant pointed out that she did not believe there were any barriers or myths present. Many of the participants shared that they believe the largest barrier is overcoming the less than desirable locations of their institutions (being centrally located in rural, small towns), were major
As barriers to recruitment continue to plague many community colleges across the country in terms of the recruitment of diverse faculty, opportunities to advance diverse faculty emerge as an additional issue. This research question addresses the heart of why institutions fail to actively recruit, select, and hire diverse faculty. The barriers that are present in the culture of the institution are difficult to identify.

When identifying the challenges related to barriers in hiring processes, Reis (2013) offers five primary impediments to diverse faculty recruitment, selection, and hiring. What appears to be a parallel connection to this study are the similar themes presented in these five impediments. The five primary impediments include:

1. The Pipeline Challenge: Leaks in the educational system at the K-12, undergraduate, and graduate levels have caused a “pipeline problem” in the upper reaches of many academic disciplines.

2. The Need for “Interrupting the Usual”: Institutions do not have strategies in place to increase diverse faculty in the classroom. This includes procedures for search committee training, building an understanding of the pipeline of diverse talent, developing targeted efforts to build personal relationships with diverse candidates, or requiring search committees to stay in the field until it assembles a diverse candidate pool.

3. Engaging Faculty Diversity Myths: I have written on this topic in many papers in the classes I have taken. Some of these myths include minority candidates not wanting to teach at a particular campus due to the region or location; minority candidates will not stay in the positions long, preferring instead to seek positions that are more desirable; and minorities do not have the degrees in specific areas, which makes it hard to recruit them.

4. The Decentralized Administrative Culture of the Academy: The lack of campus Leadership's knowledge and understanding of diversity in the classrooms and influence they have on faculty hiring decisions. Top Leadership are essential in promoting diverse faculty hiring efforts.
5. The View that Faculty Diversity is Incompatible with Academic Excellence: Many faculty fail to recognize the connections between departmental hiring decisions and broader campus’s educational priorities. Some individuals on search committees have never discussed the cultural and academic advantages of promoting a diverse faculty. Minority faculty can contribute to worldly perspectives that can improve student learning and engagement in the classroom. Institutions should seek out diverse faculty not only for the students’ advantage, but rather the college legacy as a whole because the college benefits when many different perspectives are represented. (para. 1)

3. What are some of the strategic plans to increase diversity?

This research question provided the most insight for this researcher. This researcher believed that when creating this question, the participants in this study would have provided a detailed account of the strategic planning goals that their institutions have developed. To be more specific, this researcher asked the Lead Academic Affairs Officers or Directors of Human Resources two questions related to strategic planning:

1. Does your institution have any strategic plan or goals to address increased diversity in the classrooms?

2. If your institution has a strategic plan or goals in place for the academic year and you do not meet the set goals, how have you addressed this for the upcoming year?

What developed from the responses to this question led this researcher to believe that strategic planning to increase diverse faculty recruitment, selection, and hiring is not a common practice. A couple of the participants in this study mentioned that their institutions are working on strategies to increase diversity in the classroom, but the participants could not speak in detail of what those strategies were. This was concerning for this researcher because it was the researcher’s impression that given the participants’ positions and his or her titles on campus, they would have a hand in developing strategic goals to help improve faculty diversity. Although the participants in the study spoke highly of the importance of diversity in the classroom, this researcher concluded that there is a disconnect in the actual planning and execution of changing the culture.
4. Do some strategies appear to be more effective than others in helping colleges to diversify their faculty?

It was the intent of this research question to have received examples from the participants of strategies or goals to increase diversity in the classroom. This researcher did not learn of a clear strategy from the information provided by the participants to improve diverse faculty recruitment, selection, and hiring practices. Some participants included information on their institutions developing diverse inclusive teams and reviewing data that provides a snapshot of their institutions’ diverse faculty trends in recruitment and hiring. This researcher can only summarize that the participants’ institutions do not have workable strategies in place, or the participants are unaware of the strategies that may already be in place. It will be the intent of this researcher to provide recommendations for effective strategies that can improve diversifying faculty in the next section of this chapter.

RECOMMENDATIONS

This section of the chapter provides recommendations to improve recruitment, selection, and hiring practices at community colleges as it relates to increasing diverse faculty in the classroom.

Promote Cultural Change at the Institution

Recommendation: Prepare to meet the demands of the changing demographics of both students and faculty. Community colleges will need to identify the integrated beliefs, values, structures, and behaviors that shape their community culture and be prepared to make changes to support the onset of cultural change.
It is well known that cultural change does not happen overnight. Community colleges must foster cultural change as it relates to the current practices and processes that are currently in place to recruit, select, and hire diverse faculty. Given the lack of increase in diverse faculty in the classrooms, hiring managers appear not to value diverse hiring practices. Market trends suggest that this is an important change that must be addressed at the community college level, but resistance to cultural change often prevents increasing diverse faculty in the classrooms. If the culture at the institution remains the same, then the movement towards diversifying the faculty in the classrooms will not mirror the student population. As mentioned previously in this research study, with the increase of open full-time faculty positions, the need to have solid hiring practices will be on the forefront of the college’s hiring manager’s objectives.

Transformational leaders at institutions are an important component in leading the charge towards cultural change. Leaders must be prepared to transform the institution’s culture to improve the practices and processes to recruit, select, and hire diverse faculty. St. Thomas University (2018) state transformational leaders are specialized in:

1. Working to change the system;
2. Solving challenges by finding experiences that show that old patters do not fit or work;
3. Wanting to know what has to change; and
4. Maximizing their teams’ capability and capacity. (para. 5)

Transformational leaders who embody transformational leadership want to know what has to change and they maximize their team’s capability and capacity to move towards change. The institution’s leaders must be commitment to reviewing and evaluating the current practices that are in place that reference recruiting, selecting, and hiring of diverse faculty, or the lack thereof. It is recommended that leaders benchmark and research other institutions and find ways
to implement best practices in their processes. The investment must be emphasized in changing the culture and getting the stakeholders on board with the projection of change at the institution.

The emphasis and onus are on the institutions’ leaders to lead the directive to increase diversity in the classroom. The basic concept of transformational leadership depends on the readiness level of the leader attempting to influence change. Each player in an organization has a role and a purpose, no matter the task or job role.

**Training of Search Committees**

**Recommendation:** Create formal practices and procedures that prepare search committees to review effectively the level of people of color in search process. Training of search committee members should include identification and understanding of unconscious bias and assuring that the committee understands the departmental and campus wide goals of increasing diversity in the classroom. A search committee member should not serve on the committee until he or she completes training.

Search committees should be reflective of the goals identified for increasing diverse faculty in the classroom. Lee (2014) states “A diverse search committee makes a true multidimensional and multicultural analysis of candidate application materials possible” (p. 11). Having different points of views, multiple intelligences, and different experiences and expertise promotes excellence in the search process (Lee, 2014, p. 11). These elements reduce bias among search committee members and promotes a wider net of selecting diverse candidates.

**Create a Comprehensive Diversity Plan**

**Recommendation:** Romero (2017) suggests “An institution should develop a strategic plan that identifies both problems and goals related to diversity and inclusion” (p. 1).
Institutional leaders should recognize this plan as a top priority should fully inform all leaders of these goals. The strategic plan must include the input from faculty, staff, students, and upper leadership at the college. Leaders should consider the buy-in factor fully support and yet required financial resources to increase diversity in the classroom among the faculty.

As mentioned previously, to increase the diversity in the classroom financial resources must be available. To expand upon this initiative, Lee (2014) suggests that utilizing centralized funding is important for a variety of hiring incentives. These hiring initiatives include:

1. Competitive beginning salary and start-up incentives (e.g. provision of labs, equipment, teaching assistant, etc.);
2. “Bridge” funding to hire a diverse candidate in anticipation of a retirement, and then use centralized funding to “bridge” funding until that retirement;
3. Funding for diverse faculty research projects;
4. Seed grants for diversity curriculum development to assist faculty in developing a new course or in revising an existing course offering that will feature diversity and/or comparative material and perspectives;
5. Internal grant program to provide financial support to departments for new hires;
6. Shared funding; and
7. Fundraising campaigns to support faculty diversity. (pgs. 3–4)

Ideally, the strategic plan must be communicated fully and early on in the school year.

The plan should not be lost in the technical details of other plan goals and assessments. In other words, the strategic goal to increase diverse faculty in the classroom should be a standalone goal that has project leads, measurable outcomes, and timelines that help mark the completion of the goal at the end of the academic year.
Create Job Postings that Focus on Attracting Diverse Candidates

Recommendation: Community colleges should consider the importance of the language used in the job postings that can fundamentally attract ethnic minority candidates to apply for full-time faculty positions. The statements used in job postings convey an interest in the contributions that minority candidates consider as the impact their work can have at the institution. The American Psychological Association (2019) state:

A commonly used phrase such as ‘women and minorities are encouraged to apply’ is limited in its ability to convey the broader messages associated with more direct statements about the contributions that an ethnic minority member can bring to a position (para. 5).

This researcher recommends using stronger verbiage when writing job descriptions to attract the diverse candidates to the pool. Poorly written job postings may result in not meeting strategic goals for increasing diversity in the classroom.

Job postings must contain the qualifications and criteria of the position, but it is highly suggested that job descriptions include broader qualifications. This means that institutions should write job descriptions in such a way that the candidate finds it to be more open to a broad range of specialization. If the job posting does not include a broad range of specialization, a candidate may believe that he or she must meet 100% of all the qualifications listed in the job description.

The University of Maryland (2018) provided suggestions to creating inclusive job descriptions for faculty hiring. In reference to the job posting, the candidate should indicate in his or her application the diversity related skills that he or she feels might be strong contributors to the institution as a whole. An example of this statement within the job description may include:
Candidates who have demonstrated a commitment to working with women and underrepresented minority students through teaching, mentoring, or administration are encouraged to apply.

Or: Candidates with experience teaching/conducting research on issues applicable to diverse populations are preferred.

In the job posting, providing a statement that includes the departmental commitment to diversity speaks to the climate of diversity at the institution. An example of this statement may include:

The Department of ______ is committed to increasing the diversity of the campus community. Candidates who have experience working with a diverse range of faculty, staff, and students, and who can contribute to the climate of inclusivity are encouraged to identify their experiences in these areas.

PERSONAL REFLECTION AND CONCLUSION

Recruitment practices, efforts, and goals guide the outcomes of increasing diverse faculty in the applicant pools. Institutions who invest in recruiting, selection, and hiring of diverse faculty improve their workforce efforts. In this study, there appeared to be some limitations to increase the validity of the study by the pool of participants. The first limitation this researcher encountered was the small number of respondents during the initial email notification. This researcher received two declinations to participate early on in the study. One respondent stated that she was retiring, and another respondent stated that this researcher should contact someone else. This researcher had to expand her net to increase the pool of participants.

Another limitation in this study that this researcher found was that participants were not able to answer the questions related to specific language in job descriptions focused on attracting diverse candidates. An underlining theme that appeared to be consistent in this study was the training of search committees. What appeared to be missing from the responses shared by the participants in this study were there focused on lack of diverse candidates in the pool and the
search committee’s response to that. What this researcher found was if there were no diverse candidates in the pool, the search committee nor Human Resources had strategies in place to increase diversity in the pool. This researcher reflected on an important question that seemed to linger in this study: When there is not representation of diversity in the pool or hiring recommendations do not include diverse applicants, will institutions continue to employ the same hiring practices?

Because candidates have to self-disclose their ethnicity, it is difficult in some searches to identify diverse applicants in a pool. However, many times candidates do self-disclose their ethnicity, but all of the participants shared that the hiring manager did not see the reported data in the processes. The questions that this researcher still wants answered include:

1. Is it an important step to allow search committee members the access to view the ethnicity of candidates?
2. Will allowing search committee members the access to view the ethnicity of candidates, will this present bias in the process?

EEO statements are governed and required by law, but it appears that the EEO statements alone do little to fully attract and increase diverse faculty applicant pools. The language in the statements are familiar and somewhat scripted across the board. Each participant in this study referenced the EEO statement as the example of attracting diverse faculty. Employers rely on the EEO statement as the formality of hiring and attracting diverse faculty. This summary from the participants in this study proved to be the practice of their institutions.

This study presented a number of opportunities to improve recruitment, selection, and hiring of diverse full-time faculty at community colleges. Based on the research findings from this study, the recommendations presented previously in this chapter can support improved practices to reduce barriers to and gaps in diverse faculty applicant recruitment, selection, and
hiring practices. Through the data and findings, this researcher answered four research questions identified in this study. However, there are so many other avenues to continue to expand this research and provide recommendations for improvements.
REFERENCES


Center for Community College Student Engagement. (2009). *Benchmarking and benchmarks: Effective practice with entering students.* Austin, TX: Author.


APPENDIX A: IRB APPROVAL
Date: November 7, 2018

To: Sandra Balkema
From: Gregory Wellman, R.Ph, Ph.D, IRB Chair
Re: IRB Application IRB-FY17-18-161 Diverse Faculty Recruitment, Selection, and Hiring: Gaps in and Barriers to Diverse Faculty at Community Colleges in Illinois

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, **Diverse Faculty Recruitment, Selection, and Hiring: Gaps in and Barriers to Diverse Faculty at Community Colleges in Illinois** (IRB-FY17-18-161) and approved this project under Federal Regulations Expedited Review 6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing surveys, interviews, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Approval has an expiration date of one year from the date of this letter. **As such, you may collect data according to the procedures outlined in your application until November 7, 2019.** Should additional time be needed to conduct your approved study, a request for extension must be submitted to the IRB a month prior to its expiration.

Your protocol has been assigned project number IRB-FY17-18-161. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be reviewed and approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

Understand that informed consent is a process beginning with a description of the study and participant rights with assurance of participant understanding, followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document and investigators maintain consent records for a minimum of three years.

As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual reviews during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,

[Signature]

Gregory Wellman, R.Ph, Ph.D, IRB Chair
Ferris State University Institutional Review Board
INFORMED CONSENT

**Project Title:** Diverse Faculty Recruitment, Selection, and Hiring: Gaps in and Barriers to Diverse Full-Time Faculty at Community Colleges

Student Researcher: Margaret A. Lawler  
Email: lawlerm1@ferris.edu  
Phone: 309-657-9883

Principal Investigator: Dr. Sandra J Balkema  
Email: balkemas@ferris.edu  
Phone: 231-591-5631

Faculty Advisor: Dr. William Tammone  
Email: tammonew811@macomb.edu  
Phone: 586-498-4140

**STUDY PURPOSE**
You are invited to participate in a research study about Diverse Faculty Recruitment, Selection, and Hiring. The researchers are interested in gaining insight from Senior Academic Affairs Officers or Human Resources Directors-Managers and Ethnically Diverse Full Time Faculty regarding diverse faculty recruitment, selection, and hiring.

**PARTICIPATION**
Taking part in this study is completely voluntary. At any point in the interview, you may opt to discontinue the interview and end your participation.

You are eligible to participate in this study because you are a Senior Academic Affairs Officer, a Human Resources Director or Manager, or a full-time faculty member at a community college. If you agree to be part of this study, you will be asked a series of questions that will be conducted as an interview. These questions will be related to diverse faculty recruitment, selection, and hiring. The interview should take approximately 30-45 minutes of your time. If we are unable to meet in person, we can also complete the interview by telephone.

**POTENTIAL RISKS/DISCOMFORTS**
There are no known risks associated with this study.

**ANTICIPATED BENEFITS**
This research is designed to examine the gaps in and barriers to diverse faculty recruitment, selection, and hiring.

**CONFIDENTIALITY**
Signing this form is required in order for you to take part in the study and gives the researcher your permission to obtain, use, and share information about you and your institution for this study. The results of this study will be included in the researcher’s dissertation and could be included in professional presentations or publications; however, no information will be included that would identify you or your institution. When individual information is used in the dissertation, pseudonyms will be used to refer to all individuals and institutions to protect and mask your identity.
There are some reasons why people other than the researchers may need to see the information you provide as part of the study. This includes organizations responsible for making sure the research is conducted safely and properly, including Ferris State University.

In order to keep your information safe, the researchers will protect the confidentiality of the participants. The information you provide will be stored on password-protected files. All handwritten field notes will be recorded digitally and transcribed by the researcher. All research notes will be saved on a password-protected, secure Cloud Storage space.

The researcher will retain the data for 3 years, after which time the researcher will dispose of the study information using standard methods for secure disposal. The information will not be made available to other researchers for other studies following the completion of this research study.

CONTACT INFORMATION
The primary researcher conducting this study is Margaret A. Lawler, a doctoral student at Ferris State University. If you have any questions you may email her at lawlerm1@ferris.edu or call 309-657-9883. You may also contact the study’s principal investigator, Dr. Sandra Balkema by email (balkemas@ferris.edu) or the researcher’s faculty advisor, Dr. William Tammone, by email (tammonew811@macomb.edu).

If you have any questions or concerns about your rights as a subject in this study, please contact: Ferris State University Institutional Review Board (IRB) for Human Participants, 1010 Campus Drive, FLITE 410D, Big Rapids, MI 49307, (231) 591-2553, IRB@ferris.edu.

SIGNATURES
Research Subject:
I understand the information printed on this form. I understand that if I have more questions or concerns about the study or my participation as a research subject, I may contact the people listed above in the “Contact Information” section. I understand that I may make a copy of this form.

Signature of Subject: ______________________ Date of Signature: ____________

Printed Name: ____________________________________________

Contact Information: email - _____________________________ phone - ____________________

Researcher:
I have given this research subject information about this study that I believe is accurate and complete. The subject has indicated that he or she understands the nature of the study and the risks and benefits of participating.

Printed Name: ____________________________ Title: ______________________________
Signature: ______________________________ Date of Signature: ____________

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APPENDIX C: LEAD ACADEMIC AFFAIRS OFFICER OR DIRECTOR OF HUMAN RESOURCES EMAIL TEMPLATE
Dear [Lead Academic Affairs Officer] or [Director of Human Resources]:

My name is Margaret A. Lawler, and I am in the Doctorate in Community College Leadership program at Ferris State University. I am working on a dissertation project designed to identify the gaps in and barriers to diverse faculty recruitment, selection, and hiring.

To inform this project, I am conducting interviews with the Lead Academic Officer or the Director of Human Resources at community colleges. I am contacting you to see if you would be willing to answer a series of questions about the recruitment, selection, and hiring practices of diverse full-time faculty at your institution. I hope to complete the interviews in person, if our schedules allow. The interviews should take approximately 30-45 minutes of your time. If we are unable to meet in person, we can also complete the interview by telephone. Attached is my informed consent and the list of questions I would like to ask you.

Your participation in this study is voluntary, which is explained along with other study details in the attached informed consent form. When interviews are complete, I will use pseudonyms for participants and their institutions in my dissertation to protect the anonymity of all participants.

If you are willing to participate, please respond to this email so I can arrange an interview with you. Also, if you have any questions, please feel free to contact me at (309)657-9883 or email me at lawerm1@ferris.edu.

Thank you for your time and consideration. I look forward to meeting and talking with you.

Respectfully,

Margaret A. Lawler
Ferris State University Doctoral Student
APPENDIX D: DIVERSE FACULTY EMAIL TEMPLATE
Dear Diverse Faculty Member:

My name is Margaret A. Lawler, and I am in the Doctorate in Community College Leadership program at Ferris State University. I am working on a dissertation project designed to identify the gaps in and barriers to diverse faculty recruitment, selection, and hiring.

To inform this project, I am conducting interviews with diverse faculty at community colleges. I am contacting you to see if you would be willing to answer a serious of questions about the recruitment, selection, and hiring practices of diverse full-time faculty at your institution. I hope to complete the interviews in person, if our schedules allow. The interviews should take approximately 30-45 minutes of your time. If we are unable to meet in person, we can also complete the interview by telephone. Attached is my informed consent and the list of questions I would like to ask you.

Your participation in this study is voluntary, which is explained along with other study details in the attached informed consent form. When interviews are complete, I will use pseudonyms for participants and their institutions in my dissertation to protect the anonymity of all participants.

If you are willing to participate, please respond to this email so I can arrange an interview with you. Also, if you have any questions, please feel free to contact me at (309)-657-9883 or email me at lawerm1@ferris.edu.

Thank you for your time and consideration. I look forward to meeting and talking with you.

Respectfully,
APPENDIX E: DIVERSE FACULTY INTERVIEW QUESTIONS
INTERVIEW QUESTIONS: DIVERSE FACULTY

Purpose of the study:

In this study, I am looking to focus on the gaps and barriers of diverse faculty recruitment, selection, and hiring at community colleges. I am also interested in learning more about your institution’s recruitment, selection, and hiring processes as it relates to diverse faculty in the classroom.

Background and position at the college

1. Tell me about your position at the college?
2. How long have you been at the college?

Recruitment and Selection process?

3. How did you hear about the position at your college?
4. Did the job description emphasize the need for diverse faculty?
5. Did you have ethnic diverse members as a part of your interview process?
6. During your interview, were you asked about your contributions to diversity in the classroom?
7. How long did it take your institution or HR to offer you a position?

Experience at the college in current position

8. Have you developed relationships with other faculty and staff at your institution?
9. What does it feel like being in the minority in meetings with faculty and staff?
10. Does your department provide mentoring?
11. What is your relationship with students of color at the institution?
12. How do students react to you when they discover that you are a person of color?
13. How would you describe your institutions culture related to diversity and inclusion?
14. What advice would you give a diverse candidate who is applying for a faculty position at your institution?

Onboarding

15. What type of onboarding does your institution offer for new staff?

16. If you relocated to the area, did your institution share information about local banks, churches, housing, etc. with you?

Institution’s response to increasing diversity in the classroom

17. Do you feel that your institution values diversity?

18. If so, how is this communicated to you and to others?

19. What could your institution do to improve its recruitment and retention of diverse faculty?
APPENDIX F: LEAD ACADEMIC AFFAIRS OFFICERS AND HUMAN RESOURCE DIRECTOR/MANAGER INTERVIEW QUESTIONS
INTERVIEW QUESTIONS: LEAD ACADEMIC AFFAIRS OFFICERS AND/OR HUMAN RESOURCES DIRECTOR/MANAGER

Purpose of the study:

In this study, I am looking to focus on the gaps and barriers of diverse faculty recruitment, selection, and hiring at community colleges in Illinois. I am also interested in learning more about your institution’s recruitment, selection, and hiring processes as it relates to diverse faculty in the classroom.

Job Descriptions

1. In your job descriptions, do you highlight the existing diversity present at your institution?

2. Beyond the EEO statement that is required to post on your job sites, what other language do you use to attract diverse faculty in your job descriptions?

Recruitment

3. Do you have someone at your institution who is specifically dedicated to recruiting diverse faculty?

4. Where do you advertise your positions, both full-time and part time?

5. What type of community outreach do you do to advertise diverse faculty positions?

6. Do you or a designee attend recruitment events specialized in diverse faculty recruitment events?

7. What diversity advertisements do you subscribe to?

8. How many full-time positions have you posted in this past academic year?

Selection Committees:

9. Do you require your selection committee to go through any type of diverse hiring workshops?

10. Do you train your selection committee on unconscious biases in hiring?
11. How are your hiring selection committees selected?

12. If you have a pool of candidates that happens to have diversity and the hiring manager and selection committee recommends a non-diverse candidate, how does HR communicate diversity within the pool? Do you ask the hiring manager to review the pool again and consider diversity?

13. Can your hiring managers see the ethnic demographics of the pool?

14. How does HR monitor the diversity of each faculty pool?

Interview Process

15. On the interview questions, do you require that there are questions related to diversity and inclusion?

16. Who approves and reviews the interview questions at your institution?

Barriers and Gaps

17. What barriers do you think exist in the recruitment, selection, and hiring process?

18. Do you believe your institution has strategies in place to increase diverse faculty in the classroom?

19. What myths do you think exist about minority faculty at your institution?

Institution’s response to increasing diversity in the classroom

20. Does your institution have any strategic plan or goals to address increased diversity in the classrooms?

21. If your institution has a strategic plan or goals in place for the academic year and you do not meet the set goals, how have you addressed this for the upcoming year?

22. What ways do you attract diverse faculty to your institutions? (Advertisements, sign-on bonuses, etc.?)

23. Do you have mentor programs for your faculty?

24. What ways do you attempt to retrain diverse faculty at your institution?

25. How do you communicate the value of diversity to your institutional community and student success?