

Association of Chief Human Resource Officers (ACHRO)

The integration plan developed by the *Vision for Success* Diversity, Equity and Inclusion Task force identifies recruitment, retention, and support activities organized into Tier 1 and Tier 2 to be adopted at the system and local level to increase faculty and staff diversity. In collaboration with stakeholder associations and Consultation Council, the chart below identifies strategies where the Association of Chief Human Resource Officers is needed as a partner and can play a key role. Thus, Tier 1 and Tier 2 activities are strategies that involve policy changes, changes to existing procedures, and or activities that promote supportive and inclusive behaviors. Aligned to the *Vision for Success* commitments, Tier 1 activities can be achieved in a 1-2-year timeline and with existing resources. Tier 2 activities can be achieved in a 3-5-year timeline and require additional funding. These multi-layered strategies represent a starting place for driving this change and are aimed at dismantling the implicit and explicit systemic barriers that negatively impact faculty and staff of color.

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
<p>Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.</p>	<ul style="list-style-type: none"> ➤ HR, individual Department Chairs and Deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations. (Tier 1) ➤ Create media campaign (specific website, marketing materials, and social media) that highlights diversity, equity, inclusion resources, events, and recognition for students, faculty, staff, and communities. (Tier 2) 	<ul style="list-style-type: none"> ➤ Commitment #5
<p>Develop Culturally responsive faculty and staff (classified and administrators) recruitment strategies.</p>	<ul style="list-style-type: none"> ➤ HR and Academic Senate for the California Community Colleges (ASCCC) to clearly outline minimum qualifications and disseminate information on how selection committees may utilize Minimum Qualifications to select candidates. (Tier 1) ➤ HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses. (Tier 1) ➤ HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs. (Tier 1) 	<ul style="list-style-type: none"> ➤ Commitment #2 ➤ Commitment #7

<p>Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.</p>	<ul style="list-style-type: none"> ➤ Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1) ➤ ACHRO and ASCCC to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation. (Tier 1) 	<ul style="list-style-type: none"> ➤ Commitment #5 ➤ Commitment #7
<p>Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.</p>	<ul style="list-style-type: none"> ➤ ACHRO, ASCCC, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process. (Tier 1) ➤ ACHRO and ASCCC to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students. (Tier 2) ➤ ACHRO, ASCCC, and California Community College Chancellor's Office (CCCCO) partner to create a model for performance evaluation that holds all employees accountable for successfully serving diverse student populations. (Tier 2) 	<ul style="list-style-type: none"> ➤ Commitment #5
<p>Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.</p>	<ul style="list-style-type: none"> ➤ ACHRO, ASCCC, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1) ➤ ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs. (Tier 2) 	<ul style="list-style-type: none"> ➤ Commitment #2
<p>Conduct exit interviews of faculty who leave.</p>	<ul style="list-style-type: none"> ➤ ACHRO and CCCCCO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave. (Tier 1) 	<ul style="list-style-type: none"> ➤ Commitment #5

<p>Use data to understand present and future local workforce needs.</p>	<ul style="list-style-type: none"> ➤ Human Resources (HR) Information Systems and Research staff to establish a process for identifying criteria to measure adverse impact. (Tier 1) ➤ Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1) 	<ul style="list-style-type: none"> ➤ Commitment #2 ➤ Commitment #5
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