

COMPTON COLLEGE

Faculty and Administrator Hiring Report
Presented March 3, 2020



CENTER *for* URBAN
EDUCATION





INTRODUCTION

In May 2019, Compton College (CC) and the Center for Urban Education (CUE) launched a research project to conduct a comprehensive review of CC's current system of faculty and administrator hiring. Data collection began in August, 2019 and concluded in December, 2019. The overarching goal of this project is to support the development of equity-minded practices in hiring, which ultimately work to address racial equity at CC.

This faculty and administrator hiring report prepared by CUE will:

1. Provide Compton College administrators and faculty with insights into their strengths and areas in need of improvement with respect to equity-minded hiring.
2. Outline practical recommendations for next steps.
3. Create a comprehensive map of the hiring process as it operates currently and as it ideally should work.

Data Collection

As a qualitative research project, data collection consisted of the following:

1. Interviews with CC faculty and administrators,
2. Observation of a hiring committee,
3. Observation and facilitation of CUE's Equity-Minded Hiring Institute, and
4. Document analysis of job announcements, employee demographic data, and the CC institutional website.

The aim of the interviews, observations, and document analysis was to gain a holistic understanding of the current hiring process and to examine how equity is incorporated into formal and informal practices. The following questions guided the analysis:

1. How do search committees function at CC?
2. What are the strengths of the CC faculty hiring process, both in general and specific to hiring faculty of color?
3. What areas need improvement in the CC faculty hiring process, both in general and specific to hiring faculty of color?

The Interview Process

Beginning in August of 2019, CUE researcher Dr. Marissiko Wheaton conducted twelve interviews based on a list of 21 faculty and administrators identified by President Keith Curry and (VPHR) of Human Resources, Rachelle Sasser. All interviews (with the exception of two faculty) were conducted with administrators and classified employees. All interview



participants had previously served on at least one or more hiring committee. Participant years of employment at CC ranged from one semester to 30 years. Three participants identified as white, five as Black/African American, and four as Latinx. Each interview lasted between 45 and 60 minutes. All interviews were audio-recorded. Analysis included peer debriefing as well as reading, then coding the transcripts for broad themes.

Below is an overview of the interview protocol. Prompts for each interview were drawn from this bank of questions:

Introduction

- Can you tell me your title and your department?
- What kinds of things do you do in your position at CC?
- How long have you worked here?

Experiences as a Candidate (if new employee)

- How did you hear about the faculty position at CC?
- What did you have to do to apply?
- Think back to when you were considering the position at CC, at that time what stood out to you?
 - Thinking back to the hiring process as a candidate, are there things you recall that worked really well? Things that could have worked better?
- When you came to the interview at CC, what were your initial impressions about what this place would be like for faculty of color? What do you think now?

Experiences on Search Committees

- How many search committees have you served on and when?
- Think back to the last search committee that you served on. I want to hear about that experience. Walk me through what you did from step one to finish. How many people were on the committee? What was the racial/ethnic breakdown of the committee? Is this the same process you have experienced for all the search committees you have participated on?
- Reflecting back on your experiences being on search committees in general at CC, what are the strengths of the current process?
- What are areas in need of improvement?
- In your experience in your department and on search committees, what is the most critical qualification candidates are evaluated on? What does your department care about?
- There is data to suggest that very few or rather the same people tend to volunteer to be part of search committees at CC. Do you think this is an accurate account? What are some reasons why faculty or staff do not want to participate? What can your department do or the institution do to increase participation?



- What are the strengths of the current process in attracting and hiring faculty of color?
- What are the areas in need of improvement in hiring faculty of color?
- Do you believe that the current search process allows search committees to identify candidates whose experiences or knowledge align with Compton's student population/demographics or faculty that might be more equity-minded? How do you know this?
- In your experience, do the committees take time to discuss the changing racial demographics of Compton College?
- Research on faculty hiring suggests that implicit bias often gets in the way of hiring diverse faculty. Can you think of instances where you have observed implicit bias within search committees? Can you tell me about it?

Race Talk

- It is said that race talk is often avoided in college campuses among faculty in order to avoid conflict. What has your experience been like here?
- Specific to the search committees that you have served on, can you tell me about an experience where the committee has discussed race, diversity, or equity? What was the focus of this conversation?
- In search committees, do you have the opportunity to discuss current faculty representational data that is disaggregated by race?
- Is it possible to speak openly about the racial climate at Compton College?

Leadership

- How is CC's leadership involved in the hiring process?
- Has CC's leadership expressed values that should be considered in the hiring process?

Closing

- If there was one thing that the college could do to improve the hiring process, what do you think it would be?
- Are there any questions that you wish we would have asked but we did not?

The Observation Process

Observation is an important qualitative inquiry tool that seeks to identify implicit values, beliefs, and assumptions within everyday interactions and practices. In the case of CC, observations were useful in triangulating (supporting) data with interviews and document analysis.

Between November and December of 2019, Dr. Wheaton observed a hiring committee created to fill a CC counselor position opening. Observations were conducted during three of the four days in which the hiring committee convened. The committee began with five voting



committee members in addition to the VPHR who serves as a non-voting member. Two committee members were faculty and three were administrators. One faculty committee member was unable to participate after the first meeting. All but one committee member identified as Black/African American and have been employed by CC for more than five years.

CUE's researcher, Dr. Wheaton, observed three of the four committee convenings. The first observation took place during the first meeting, in which the committee reviewed confidentiality guidelines and distributed applicant materials. A total of 116 applicants met the minimum qualifications for the position opening and were eligible for further review (see appendix A). During the second observation, committee members screened and selected 14 candidates who would be invited to interview in person the following month. The third observation took place on the second of two interview days where the committee selected the top three finalists whose names would be forwarded to President Curry for a final interview.

Document Analysis

The third and final source of data included an analysis of job announcements, faculty, administrator, and student demographic data, the institutional website, and other online sources from CC within the last five years.

It is important to note that the goal of this research is not to make “grand generalizations,” but, similar to the majority of qualitative research, to pay attention to the particulars. Based on the data gathered, CUE attempted to listen to participant interviews and use observations to draw out similarities, differences, and unique perspectives.

Faculty and Administrator Hiring Institute

On Friday, November 1, 2019, Dr. Wheaton—along with two other CUE researchers—facilitated a faculty and administrator hiring institute. A total of 24 CC administrators and faculty attended. An important note is that leadership planned for 40-50 CC attendees. Employee roles ranged from campus police, to institutional research, to tenured faculty. While most participants were able to stay throughout the entire institute, about a fourth of the participants left early or arrived late. Despite these shifts in attendance throughout the day, CC participants were highly engaged in the institute.

They were attentive and responsive to discussion prompts and consistently asked questions.





The content of the institute covered several key areas for improving equity-minded approaches to hiring. Below is the agenda. Session topics are in bold:

Institute Agenda

8:30AM	Check-In and Light Breakfast Table tents
9:00AM	Welcome and Introduction by President Curry
9:15AM	Warm-up activity: <i>Why did you decide to attend this institute?</i>
9:30AM	Agenda overview and community norms
9:35AM	Why Racial Equity? Review of Compton College data
10:10AM	Session 1: Rethinking Conceptions of Merit, Fit and Compliance in the Hiring Process
10:45AM	BREAK
11:10AM	Session 2: Equity-Minded Job Announcements
12:00PM	Lunch Break
12:30PM	Session 3: Candidates Screening Criteria
1:30PM	Session 4: Strategies for Disrupting Inequitable Practices in Hiring
2:30PM	Session 5: Action Planning and Next Steps
3:15PM	Evaluation

Participant Evaluations

A formal report of the institute evaluations is provided separately. However, below are highlights drawn from the participant evaluations:

- Sixty-one percent (61%) of the participants agreed that they understood that racial equity requires them to conduct inquiry into the policies and practices of their institution.
- Fifty-six percent (56%) of the participants agreed and forty-four percent (44%) of the participants strongly agreed that their desire to be involved in efforts to advance racial equity in hiring increased. Overall, the evaluations indicated that CC participants took away a deeper understanding for how to improve equity within the hiring process.



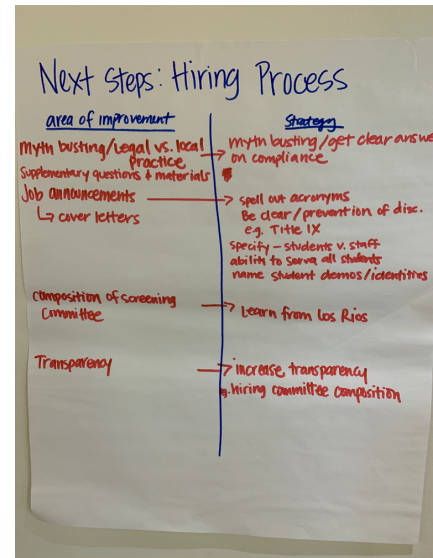
During the final session, participants determined “Action Planning and Next Steps” for improving the CC the hiring process. The image to the right illustrates a list of immediate areas of improvement and strategies that could be addressed by the end of the Fall 2019 term.

Areas of improvement included:

- Myth busting legal and local practices
- Assess supplementary questions and materials
- Assess the composition of the screening committee
- Assess transparency

Strategies for these concerns included:

- Get clear answers on compliance issues. Participants want to know which practices are for legal purposes or simply employed at the local level by Compton College. If practices are specific to Compton College, participants discussed the need to reassess whether certain requirements are necessary for implementation.
- Spell out acronyms. Here participants brought attention the frequent use of acronyms. Job announcements and other other materials should provide full descriptions for applicants' use.
- Learn from Los Rios Community College District. During an discussion of whether racial composition matters on screening committees, a CUE facilitator used recent work with Los Rios College as an example institution that implemented a policy which required that more than 50% of hiring committee members reflect the racial demographics of the district. Several CC institute participants advocated for a similar policy to be implemented at Compton College.



Summary of Findings

Current media portrays Compton College (CC) as an institution that has overcome great adversity in recent years. During the National College Signing Day, former First Lady Michelle Obama proudly wore a CC tee-shirt and acknowledged the school's success by sharing @compton_college. (2019, May 1) “Compton College...they have a great story to tell... The school fell on some tough times a few years ago, but they buckled down, they worked hard and now they’re back on their feet and providing an excellent, affordable education to thousands of students every year.” Former First Lady Michelle Obama’s statement is in reference to CC gaining its accreditation back after nearly 12 years of operating under El Camino College.



Key visual markers also tell the story of CC's historical progress. CC currently has banners hanging around campus of Michelle Obama wearing her CC shirt as she praised CC during this year's National College Signing Day. In addition, there is a display of college presidents in the administration building. A striking observation is that the first six presidents were white men, but since 1969, the last six presidents have been Black men.

As an institution that is rebuilding after regaining its accreditation, while also experiencing rapid change in local and student demographics, CC is in an ideal position to make critical changes. Based on document analysis, interviews, and observation data, CUE identified two challenges that CC is currently facing:

1. From Historically Black to Hispanic Serving: Concerns with Changing Priorities
2. Regimented Hiring Procedures

The report will discuss three challenges or issues that emerged from the study of hiring practices. Findings are then accompanied by recommendations.



From Historically Black to Hispanic Serving: Concerns with changing priorities

One of the main findings identified in this research is that CC's student racial demographics have dramatically shifted in recent years. As a result, there is strategic planning that that needs to begin in order to adequately support CC's current student population. Historically, the city of Compton—and therefore the college—was known as predominantly Black/African American in population. In fact, during observations of CUE's Hiring Institute at CC, the college was informally referred to as a Historically Black College (HBC). Today, this status is swiftly changing as Latinx students are now more than twice the number of Black/African-Americans.

"Compton started out being a white community, then it was a Black community, and now Latinx community. So now its 70% of the demographics in the city is the Latinx population."

Student race/ethnic demographics

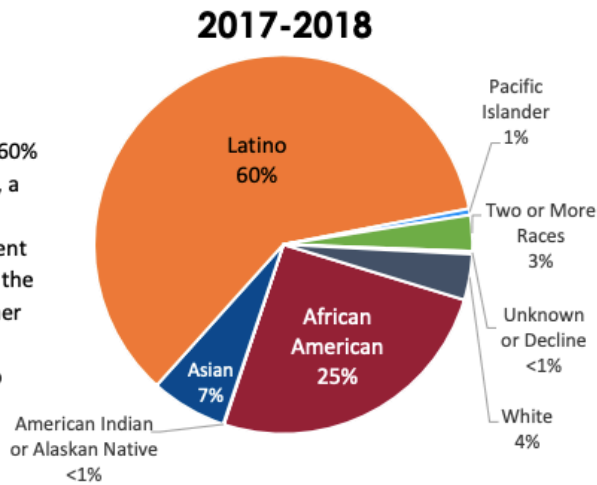
The 2018-2019 CC Factbook is not currently available on the website. According to the 2017-2018 Factbook, CC enrolled 60% Latinx, 25% Black/African American, 7% Asian/Asian American, 3% multiracial, and 1% Native Hawaiian/Pacific Islander students. To access Hispanic Serving Institution (HSI) federal funding, an institution must enroll at least 25%



Hispanic/Latinx students. CC already meets the enrollment criteria to qualify for HSI designation. Institutional leaders indicated that plans to apply for HSI designation are in progress.

Ethnicity

Latino students represent the largest ethnic group on campus, comprising 60% of the student population in 2017-18, a 21% increase compared to five years earlier. Other ethnic groups' enrollment has declined by various degrees over the past five years, although there is higher enrollment among Asian and White students when comparing 2017-18 to 2016-17.



(Compton College 2017-2018 Annual Factbook)

Employee workforce race/ethnic demographics

Hard copies for the 2019 Employee Analysis report were provided upon request. The document contains employee demographic data for the years 2014-2019. As of Fall 2018, CC's employee racial demographics consist of 43% Black/African American, 23% Latinx, 22% white, 9% Asian/Asian American, and 3% other which includes American Indian, Alaskan Native, Pacific Islander, multiethnic, and unknown.

While Black/African American employees comprise the largest racial/ethnic group of employees at CC, the proportion differs by category. Within the tenured and tenure-track employee category, white people make up the largest group at 35%, Black/African American at 30%, Latinx at 20%, Asian/Asian American at 12%, and other (American Indian, Alaskan Native, Pacific Islander, multiethnic, and unknown) at 2%.

Given recent demographic changes, CC is in need of strategic planning for the growing Latinx student population. Despite this need for planning, CUE's data has revealed a pattern of resistance to responding to these changes. Furthermore, racial demographic data casts CC as an intensely segregated campus, rather than diverse. These findings are discussed in further detail in the following sections.



Resistance to dialogue on changing racial demographics. Student racial demographics demand an urgency for CC to engage in a critical analysis of Latinx student support. Despite rapid changes, CC faculty and administrators are currently unfamiliar with the meaning of an HSI designation, possibly because there have not been opportunities to engage in a structured and facilitated discussion.

Resistance to dialogue about racial demographics was reflected in the hiring process. During observations, the committee had no explicit discussions on racial equity at CC, particularly within the following areas of the process:

“it can turn really ugly really fast in terms of an us versus them... it becomes like this oppression Olympics type of thing. It's very challenging to have, specifically with black and brown community.”

- Interview protocol did not include a question on racial equity or equity-minded practice.
- Candidates were not required to demonstrate knowledge of Compton's history as a city or an understanding of racial equity, particularly as it relates to Latinx and Black/African American students.
- Throughout the hiring process, references to CC's student population were primarily based on income status and college generation status.
- Lastly, job announcements for the position do not provide the institution's racial demographics, nor do the qualifications require that candidates have experience working with Latinx and Black/African American communities. Instead, students are described as having “diverse urban backgrounds.”

Interviewees could not recall examples of opportunities in which they had dialogue about the implications of the rising Latinx student population and its impact on faculty and administrator hiring. Four main questions helped to reveal how and whether racial equity or even equity more broadly is incorporated into the current hiring process. What follows are responses to each of these questions.

In search committees, do you have the opportunity to discuss current faculty representational data that is disaggregated by race?

Responses

- *“Well, I can tell you that I don't recall that taking place in this hiring committee that I was involved in, but that doesn't mean that they don't discuss it when hiring other positions of faculty because I've never been in one of those.”*



- *"No. I truly believe ...that the individuals are so afraid of overstepping, I don't see how anybody would be comfortable in that conversation, especially during the hiring process."*
- *"I don't think that that is shared as often as demographic information of students. In fact, statewide initiatives and initiatives coming from the [inaudible] office are almost mandating that a lot of our reporting provide disaggregated data. So we routinely get that information from our research office. But we do not get it for employment."*

Do you believe that the current search process allows search committees to identify candidates whose experiences or knowledge align with Compton's student population/demographics or faculty that might be more equity-minded? How do you know this?

- *"Some of the conversations have revolved around that. If someone, let's say was a high school principal at a local school and they know the community and I think that factors well, but again, on the overall selection for an interview, I think that's important, but we have to really stick to the script in terms of if a candidate is meeting the qualifications, right?...let's say someone's straight up from Compton and they worked, they had all this amazing experience, and is from the community, but they don't have a master's degree, we can't get past that. You know what I mean? Because they don't have the qualifications. So at the end of the day, yeah, I think that's great if you have someone who's from the community and knows our students. But at the same time as we have an amazing candidate, let's say from Philadelphia, and they want to apply to Compton, and we're looking at 42 applicants and this person who has the qualifications. They have all the strengths, they have everything that we're looking for in terms of a candidate, they would likely be moved forward."*
- *"I believe so. I believe few of the faculty on...faculty committees, questions I hear that comes up a lot as far as dealing with student issues and how do you feel you can relate to students of the campus community? So I do hear that a lot. As far as...how do you feel you can contribute to the student population. And not talking about the student population as the numbers, but the population of the community in that sense."*

Specific to the search committees that you have served on, can you tell me about an experience where the committee has discussed race, diversity, or equity? What was the focus of this conversation?

Responses



- *"I know in the questions, they always ask us to ask for this one question about diversity."*
 - **CUE follow-up question:** *"In your experience, has that question helped you all to understand candidates better?"*
 - **CC participant response:** *"Not really because they always give a generic answer. They don't want to say anything that's offensive. They give a generic answer to be on the safe side. Just say yes, yes I know how to deal with diverse group of people. Yeah. They don't give any details."*
- *"Sometimes we'll ask questions like a generalized question like, "What is your definition of diversity," or something like that or, "How would you foster diversity across our campus?" Generally, we'll have just one question on that. Then they will give us our understanding of what they think a diverse student population is and how they would provide inclusiveness on campus and things like that."*
- *I didn't in this one. I don't recall having those types of conversations in this hiring committee. But as I've said, it doesn't mean that it doesn't happen in others.*

In your experience, do the committees take time to discuss the changing racial demographics of Compton College?

Response

- *"I don't think we really have dealt with that question in our committees. As a college, I don't know that we have actually even discussed that. And how are we really making changes to meet those demands. We haven't really talk about in how do ... not even race, but how do we really serve our population? If you look at the five mile radius within our college, most of them are immigrants and a lot of them can't come to our college because ... they don't have the money to pay the out-of-state tuition, and it's a lot of our adults. Yes, we serve our high schools excellent. They come through our AB 540, they come through our other ports of opportunities, our ... Dreamers, and we have that college promise. But for our adults, I think it's something that we are looking into as we're becoming Compton College, and how do we really serve our ESL? Yes, we do have ESL classes, but what else can we have?"*
- *"I know that the last open forum they had, where they talked about the demographics of the district, they were saying there's... The district is more Latino and... But they didn't say anything how it relates to hiring."*



Despite the fact that the institution is not actively discussing demographic changes as a priority, there are practices happening on the ground which indicate that administrators are responding to demographic changes. For instance, one participant said:

"When we're hiring folks and even student workers now, every department is like, 'We need to make sure we have a Spanish speaker in our area', because we can't even handle our front desk".

Perhaps the discussion of race as it relates to hiring is difficult because it surfaces tensions that the campus has not fully grappled with, as described above. The same participant added the following statement in reference to this tension:

"Having a conversation on our professional level in terms of hiring professionals that speak Spanish. I'm not quite sure if that's like one of the key things that are needed to make sure that we're addressing that population...it's a controversial issue because of the tension. Does that mean we're not giving the space to someone else that doesn't speak Spanish?"

This example along with other interview data, reveals the importance of how the changing student demographics will demand new priorities and employee skill-sets for the institution.

Participants' comments at CUE's hiring institute also revealed some resistance as we discussed the changing demographics in the city of Compton.

- Several concerns and fears were expressed as participants indicated that the changing demographics might bring about new institutional priorities that will "leave behind" Black/African American students.
- Participants discussed the political history of Compton as a city. Tension rose in the room as people described the perpetual pattern of African Americans being displaced in communities while the Latinx community is growing.

During interviews, a participant highlighted the institution's ongoing resistance to acknowledging the need to respond to a new student demographic:

"I think that people are afraid of change. What's going to happen when change occurs? Have we lost our power base? Do we want to give up that power that we thought we had?"

Another participant said:

"Compton College might have that history where it's demographically changing, somewhat mirroring the community. There might be community



members that are maybe hesitant to see the rapid change in the diversity in the population, and also on campus."

Given the persistent removal and displacement of Black/African American communities throughout United States history, it is important that CC emphasizes that the needs of Black/African American students will always be a priority and a source of pride while also moving forward with necessary changes that will include adequate support for the growing Latinx population.

An intensely segregated campus. Throughout interviews and observations, CC was frequently described as racially and ethnically "diverse", as reflected in the following quotes:

- *"In terms of the overall ethnic makeup of the campus, it's extremely diverse"*
- *"I can't really pinpoint an area where they need to improve just because of the racial diversity of the campus right now. Visually, it's racially diverse."*
- *"With racial, ethnic, and national identity, I think we're pretty diverse"*

While CC is predominantly Latinx and Black/African American, the campus is not necessarily racially diverse. Diverse in race/ethnicity would indicate a campus that encompasses representation across many racial and ethnic groups. Oftentimes, when referring to Black and Latinx groups, the term "diverse" is used loosely. However, CC might consider using the term "intensely segregated", rather than diverse - based on a 60% Latinx and 25% Black/African American student population. Scholars of segregation define schools with less than 10% white students as intensely segregated to highlight the historical legacy of exclusion and discrimination faced by these communities (Martinez-Wenzl and Marquez, 2012; Tractenberg, Orfield & Flaxman, 2013). In their report on apartheid and intensely segregated urban schools, Tractenberg, Orfield and Flaxman (2013) state that "virtually every major city ever examined by a federal court was found to have a long history of illegal public actions and decisions which fostered segregation" (p. 5). In fact, Martinez-Wenzl and Marquez (2012) identified that community colleges with majority Black and Latinx students are most often serving students who are coming from poor performing high schools. Therefore, as a campus with less than 4% white students, CC is serving a community that has historically been denied full access to educational resources and opportunities. Foregrounding this context as a part of CC's identity throughout the hiring process is important because it creates an expectation for job candidate knowledge and skill-sets.

CC represents a community of two minoritized populations in higher education. Black/African American and Latinx communities are each impacted by a range of social, political, and economic barriers that must be acknowledged. While it is important for CC to take pride in its racial/ethnic representation, it is also critical that the institution name these Latinx and Black/African American students when describing the institution. Furthermore,



candidates should learn during the application and interview process that there is an expectation for CC employees to be informed about these two student populations.

Reliance on Compton's image. During interviews, participants would often indicate that CC does not need to actively recruit equity-minded candidates and/or Black/African American and Latinx candidates because of the image that Compton has as a city.

- *"Those who are interested in working in an ethnically diverse school will apply to our college. Those who don't, they're not going to apply because we have a certain image to our institution and it is what it is."*
- *"Because of the community, we get a majority of Latin American, Latinx applicants, and then also African American."*
- *"I think part of any candidate applying to Compton College...I don't know if it has anything to do with anything that Compton has to do with, just the stigma of the city of Compton, right?"*
- *"I think there's a broad perception that if the job openings are at Compton Community College, then they already have a preconceived notion of what the student body composition is. And what the staff is likely to be if they reflect that student population."*
- *"They understand what the struggle has been...They will look at the history and the different milestones that we've achieved...if they're serious, sometimes they will come telling you more about yourself."*

"Those who are interested in working in an ethnically diverse school will apply to our college. Those who don't, they're not going to apply because we have a certain image to our institution and it is what it is."

Compton's image is deeply tied to the Black/African American community. Therefore, the above statements highlight a set of assumptions made by CC's hiring committees and candidates. These quotes suggest that committees do not feel an urgency to assess equity-minded competency because of CC's demographics. Candidates are given the benefit of the doubt because of their choice to apply to CC, rather than being evaluated on their equity-minded competency through the hiring process.

Need for a data-driven process. In the aforementioned section on resistance to dialogue on changing demographics, several participants indicated that data on race/ethnic faculty and administrator representation was not being used during the current hiring process. They shared that disaggregated data is only discussed when describing the student population. However, data is not currently a tool used to provide direction during the hiring



process. Instead, CC employees are most comfortable talking about it through the lens of student representation:

- *"I don't think that that is shared as often as demographic information of students."*
- *"The demographics are always being discussed when we talk about our numbers and...our enrollment, just advising us of how many of each type of student is attending our school."*

A data-driven process provides clear direction and rationale for race-conscious hiring. Without data, the process lacks a comprehensive examination of the institution's racial equity gaps. Furthermore, committee members are limited in their ability to understand why there is a need for particular groups to be better represented among the faculty. For instance, several interviewees highlighted that the institution has made a call to hire more Black men faculty. In reference to this call, a faculty member expressed internal conflict for how priorities like this may or may not be equitable:

"There have been calls for more African American males in our faculty ranks, it's because I think a lot of us are identifying that there is perhaps an underrepresentation of that group. But I could also equally say that there's a under-representation of Asian males. So there are some under-representations that get more attention than others."

In this case, a discussion of CC as an intensely segregated campus, which is illustrated through dis segregated data, might support CC's call to hire more Black men, rather than simply for the sake of adding diversity.

Recommendations

- 1.** As the institution formally transitions to HSI designation, CUE recommends two readings which address support for Latinx students:
 - [The Role of Institutional Agents in Providing Institutional Support to Latinx Students in STEM](#)
 - [Supporting Latinx Students in Hispanic-Serving Institutions: An Exploration of Faculty Perceptions and Actions](#)
- 2.** The use of race conscious and equity-minded language in job announcements and interview protocol should be a priority.
- 3.** Make the disaggregation of data by race a standard operating practice for hiring committees. Hiring committees should be aware of and take into consideration the racial equity gaps among faculty and administrator positions.



4. Faculty racial demographics should reflect those of the student population. Students perform better academically when they are able to engage with faculty of the same racial identity. (Fairlie, Hoffmann & Oreopoulos. (2014)
5. Create and implement a training on “Why Race?” The training should focus on highlighting research that shows the importance of focusing on race to close equity gaps in faculty.
6. Promote job announcement listserves that target equity-minded professionals, as well as Black/African American and Latinx affinity organizations. Build partnerships with local graduate programs that prioritize racial equity in their curriculum. Create faculty pipeline programs with local graduate programs. These strategies serve to increase equity-minded competency among CC faculty and administrators.



Regimented hiring procedures

The second overarching finding is that CC’s hiring process is described as “extremely regimented”. Through an analysis of interview and observation data, hiring committees were found to operate on a rigid set of guidelines.

The time commitment that is required to serve on a hiring committee was cited as a common area of concern during interviews. Interviewees expressed that there is minimal reward for participating in a hiring process.

“The time that it takes, I think we need to figure out a better way to kind of do it”

For instance, participants expressed statements such as:

- *“The time that it takes, I think we need to figure out a better way to kind of do it”*
- *“I think some people are more outgoing than others and some people want to get away with doing the bare minimum, so if they don't have to do a committee, they won't... I know for faculty, release time is always their issue.”*
- *“We generally just simply try to go by people who are willing to participate because they're not compensated for their time So it's a volunteer basis. The only time we do compensate them if it's during outside of the academic school year, so a Winter or a Summer session. Then we would provide them with compensation. So we're really just looking for individuals who are willing.”*



Despite individuals' expressed concern for the time commitment and reliance on volunteer committee members, interviewees did not necessarily believe that there is an issue with garnering participation.

Nonetheless, time as a burden was observed during the hiring committee process. One example observed is when the committee selected candidates to interview for the position opening. During the second meeting, where the committee decided which candidates would receive an interview, the VPHR reminded everyone that there is only enough time to interview up to eight candidates per day. More than eight candidates would require another full day of interviews. In this case, the committee still selected 14 candidates and opted to meet for a second day interview day.

In addition to a demand on time, CC's former relationship with El Camino College might have left an impact on CC's hiring process. Prior to receiving their accreditation back, CC was responsible for following all criteria assigned by El Camino College. As such, interview and observation data points to signs of a strictly regimented hiring process. An interviewee shared:

"The only thing that you can do is you can have local qualifications which may make it more. But it can never be less than [the minimum qualifications]. And the local qualifications are developed by the Academic Senate...we're just at the point where we can begin to develop our own local criteria."

Another person stated:

"individuals are so afraid of overstepping, I don't see how anybody would be comfortable in that conversation, especially during the hiring process."

CC can now make changes to local qualification criteria, but perhaps the former relationship with El Camino College has created a culture in which committees strictly follow procedures and are hesitant to develop changes as needed. In response to the following interview question, participants expressed that the process does not currently include time for this kind of assessment.

- Do you believe that the current search process allows search committees to identify candidates whose experiences or knowledge align with Compton's student population/demographics or faculty that might be more equity-minded? How do you know this?

One interviewee noted that people are "afraid of overstepping". The same interviewee went on to discuss how rigid procedures limit communication between the committee and the candidate during the interview process:



"it is extremely regimented... you walk into a community college and there can be as many as ten people in front of the table...The only thing the committee is told they can do is they can ask for clarification and ask somebody to potentially expand. That one's a little touchy because when you ask that person to expand...[someone might ask] 'why are you doing that and you didn't do it to somebody else?'

The above statements reflect observations on the hiring committee as well. One candidate attempted to ask a clarifying question. The chair of the committee responded to let the candidate know that they are unable to answer the question. Throughout interviews, committee members limited conversation and stuck closely to the interview script for every candidate. At times the limited interaction came off as cold and as if committee members were uninterested in the interviewee. Another observation noted was the fact that each candidate had to conduct a presentation to the committee. All but one candidate had a powerpoint presentation. As they set-up, there were times when assistance by a CC committee member might have been helpful. However, no technical assistance was granted to anyone. Lastly, if candidates did not answer all interview questions within the allotted time, they missed their opportunity to answer those questions. Every candidate observed during data collection was able to answer all questions.

After interviews were conducted, Dr. Wheaton asked committee members why they kept communication to a minimum with candidates. Everyone emphasized that they had to follow protocol very closely to avoid bias towards any one candidate.

As it relates to the regimented nature of the process, it is important to note that there were scheduling challenges with candidate interviews. This is likely another reflection of the committee's attempt to refrain from bias by keeping communication with candidates to a minimum. The day after the committee selected the top 14 candidates to be interviewed, a letter was emailed to the candidates to let them know that interviews would take place on 12/5/2019 and 12/6/2019. No further follow-up was given to candidates until the day before or day of their interview nearly two months later.



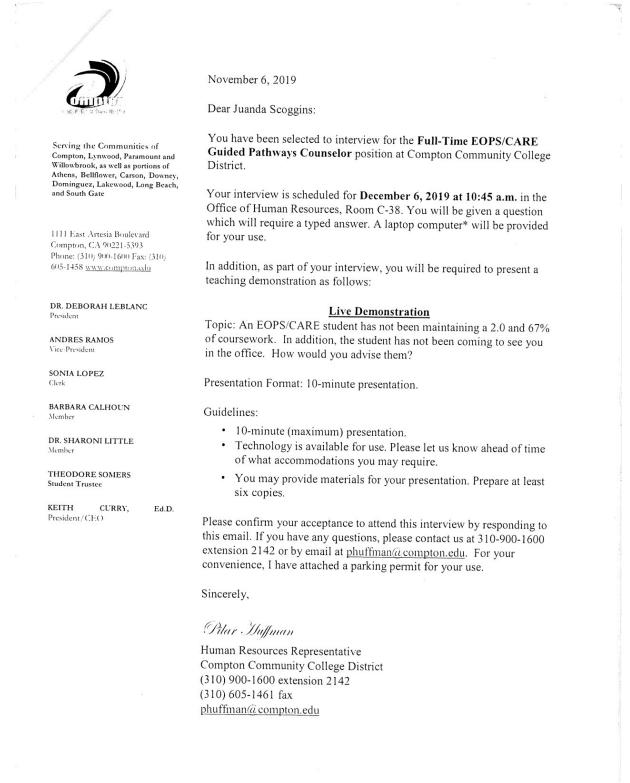
In the letter, candidates were asked to confirm their availability to attend the interview. Despite the request for confirmation, five candidates were no-shows and another four people withdrew from the process. From an initial pool of 14 candidates, only five of those remained. On the first day of interviews, the committee was prepared to interview seven candidates over the entire day; however, they only interviewed two. On the second interview day (observed by Dr. Wheaton), the VPHR ensured that candidates were called in advance to confirm availability, which resulted in an accurate count of interviews.

As a result of the demand on time and regimented hiring procedures, the data illustrate 1) elements of gatekeeping, 2) an emphasis on scoring, 3) perceived "neutral" hiring process, and 4) equity-deficient protocols. These are four areas that leadership should reevaluate as it considers changes to CC's hiring practices.

Gatekeeping. The observed search committee received a large number of applications. Human resources screened and qualified 116 applicants to the committee, as they all met minimum qualifications for the position. Due to the large pool of candidates, the committee discussed a set of desired qualifications at its first meeting. As a method of cutting down the pool, the committee chair indicated that members should prioritize and screen candidates for the following qualifications: 1) at least one year of experience in the functional area, 2) community college experience, and 3) teaching/presentation experience. It was noted that candidates with four-year experience were secondary to those with community college experience. By prioritizing candidates with this set of experience, the pool immediately eliminated applicants who might have had strong transferrable skills in within other professional contexts.

In an interview, one person discussed how this tendency to gatekeep is harmful, particularly to candidates who are new to the field:

"I would like to see the committees not be so...restrictive. I feel like they need to give people a chance. Because you may have somebody that's brand new that has had jobs in various related areas that if they just have a little training, they could be successful. So don't think that you're always going to get this person that has done the job, had the job. Everyone at one point was the newbie. Somebody had to give that





person a chance so that they could advance in their career...That people would not be so elitist and think that you have to have this perfect package."

Another participant advocated for gatekeeping and used the limited time frame as reason to cut out applicants with no community college experience. Here the participant expressed disappointment with a former process that did not give priority to candidates with many years of community college experience:

- *"I said, "We need to be able to break this down. There's too many people here." So I said, "We really need to find people who have worked in the community college setting because it is, from someone who's worked in all areas of education as a counselor, I know that community college is very unique. The role of what a community college counselor does is very unique." She did not want to do that. She did not want to put that down as the screening criteria.... We had applicants who had 10-plus years of being in community college and really had that great background. So some of the folks that wound up getting the position only had one or two years of experience, which is really... It's not something that you would ever hear of happening with teaching faculty. So to me, that's not equitable in terms of how counselors are chosen or librarians are chosen, the non-teaching faculty versus teaching faculty."*

While search committees should certainly consider relevant functional area and institutional experience as priorities, they can also expand the mechanisms by which candidate abilities and skill-sets are evaluated. As a result of the limited capacity to evaluate thoroughly, committees place heavy emphasis on a process of scoring.

Emphasis on scoring. Based on observation data, the current CC hiring process is highly driven by a process of scoring. During the first committee meeting, every member was assigned the task of giving individual scores to every candidate, based on the desired qualifications agreed upon. Candidates were rated on a scale from 1-5; a score of "1" means the candidate should definitely receive an interview and a score of "5" means the candidate should not be considered.

With only one hour scheduled to meet, the group focused solely on scoring. Due to the large number of applicants, the majority of the meeting time on 11/5/2019 was spent having each committee member announce their scores for all 116 applicants. There was minimal conversation or inquiry discussed about candidates' abilities beyond the desired qualifications determined by the committee. While observing, this task seemed quite tedious and straining. As noted previously, 14 candidates were selected to be interviewed, which resulted in two full interview days to be scheduled with the expectation that all committee members participate.



After every committee member shared their scores, the VPHR went through and highlighted candidates who received the highest scores across the board. The nine initial candidates who were selected all received scores of “1” and “2” from every committee member. Candidates who received a “4” or below by at least one committee member were not considered in the final pool. If there happened to be a candidate who had a competitive overarching score, the committee would ask the one person who assigned a low score whether they would reconsider. In one instance, a candidate’s qualifications were misinterpreted by a committee member and in turn, their score was raised by that person. At the end, the committee selected 14 candidates.

Since committee members use a database to review candidate profiles, they all arrived to the meeting with previously written notes. No candidate materials were present for review during the committee selection meeting.

After each interview was complete, each committee member wrote down their own personal score. However, no discussion could take place after the interview. When asked why there was no discussion after interviews, the committee explained that no conversation can happen in order to avoid bias. They further explained that it can be unfair to buy-in to candidates that you like before meeting all candidates. Once all interviews were complete, the committee went around and shared their scores. One interview participant provided a description of a typical process:

“Generally, it’s a one, two, three. It would be a one if we want to move them forward, two if it’s a maybe, and three if it’s a no... Then we’ll rank them, whoever has the best score are the ones that are likely to move forward. If there’s anybody that there’s a tie or we’re on the fence, that’s when we go back and we start talking about the things that we liked individually about each one of the applicants.”

While observing the hiring committee during the second interview day, committee members did engage in some discussion of candidates’ strengths and weaknesses. For candidates that would likely not move forward, committee members would explain why they assigned low scores. However, the nature of the committee’s discussion of the top candidates lacked deep analysis of knowledge, competencies, and preparation for the role. Each candidate was talked about for no more than five minutes. Furthermore, very little discussion of equity-related suitability occurred at any point. When it came down to selecting the final three candidates who would interview with CC’s President, the committee asked whether they could send four instead of three. However, the VPHR emphasized that only three could move forward. In turn, the committee gave authority to the person whose office the candidate would be working within and selected that person’s candidate choice. Of the three selected candidates, the committee ended up choosing the internal candidate



who was well-known by the person who had been given authority. No dissent was expressed by others since there was a close call between the finalists. In the moment, the VPHR emphasized the need to evaluate every candidate based on how they performed during their interview and not on prior knowledge.

Perceived “neutral” hiring process. Interview data indicate that CC administrators and faculty believe the current democratic nature of the hiring process contributes to an equitable evaluation of all candidates. Neutrality came up as a consistent strength and value of CC’s hiring process. However, neutrality seemed to also be perceived as a reason to avoid addressing equity, and specifically racial equity, within the hiring process. Participants expressed this sentiment by stating things such as:

- “Everyone is judged equally based off their own individual merit.”
- “I believe our process is as neutral as one can expect”.

As noted with the emphasis on scoring, observations captured that CC job candidates are rated primarily on technical experience. Throughout their meetings, the hiring committee had limited amounts of time and opportunity to explore candidates' knowledge of CC or, more importantly, their equity-minded competence. In particular, attention to racial equity as a value is nearly absent from the position job announcement, application process, interview questions, presentation prompt, and writing sample. During observations of candidate interviews, it appeared that all but one candidate was either Black or Latinx. All candidates spoke either directly or indirectly to CC’s student demographic and how this would shape their approach to the role. In an order to demonstrate a connection to CC students, the white candidate foregrounded a compelling story about their growing up in poverty. At the end of each interview, all candidates received a quick overview of the timeline for hire. Discussion outside of interview questions was not welcomed. However, in the case of the white candidate, one of the committee members congratulated them for making it out of such challenging life circumstances.

Considering CC’s history as an institution, it is important that the hiring committee prioritize candidates that can bring knowledge and skills relevant to addressing racial equity with their specific student population. CC interviewees were asked “In your experience in your department and on search committees, what is the most critical qualification candidates are evaluated on? What does your department care about?” The following responses were shared:

- “Do they now have our desired qualifications in terms of budgeting and community college experience, or college experience in general? Are they directed? Have they worked in disability services? So we look at the candidate holistically in that regard.”
- “We really need to find people who have worked in the community college setting”



- “I think it's just a matter of whether they answer the questions really, truly thoroughly and just provide a robust kind of response to the questions that we come up with.”
- “Experience and knowledge of the subject matter”
- “We want to see the candidate demonstrate, not only on paper but also in person, their sensitivity to student needs. Understanding that we believe our students come with additional challenges and we want faculty to be at least cognizant of those challenges, and see how they would be amenable to accommodate students.”

CC interviewees were also asked how and whether equity is included in the evaluation of each job candidate. Answers were relatively consistent in that equity-minded competence is not currently prioritized:

- “Well actually that discussion is really not being had. The discussion is, lets hire the most qualified individual. That is the discussion.”
- “To be able to access whether the individual understands equity, I would say is not really widely understood amongst the population of what that means.”
- “I don't know where they would really express that other than in a cover letter. I don't know if there's asterisks to the application that necessarily would bring out that kind of thought.”

As highlighted in the above interview and observation data, practices and procedures that facilitate conversation around racial equity do not exist in CC's current hiring process. While equity-minded competency is not consistently inserted in the hiring process, one interview with a participant highlighted an important instance in which racial equity and justice was asserted as a priority in the hiring process. A CC administrator discussed a committee that engaged in dialogue around the implications of CC now having its own police department. The interviewee shared how the hiring committee intentionally crafted questions that would require applicants to communicate their experience working with the CC community:

“We did have a lot of conversation about the types of people that officers, specifically that needed to be part of our team, as we started from scratch. And so there was a lot of emphasis on community policing, what does that look like? And we have a lot of formerly incarcerated students, and what does that look like to you? And we have a lot of undocumented students...and so we were able to kind of shape some of our question based on that.”

The hiring process referenced by this participant provides evidence that CC has the capacity to create higher expectations for equity-minded competency. Furthermore, the protocol is not as rigid and regimented as the majority of employees might assume.



Equity-deficient protocol. During the first committee meeting, the chair came prepared with interview questions for the group to review. This practice is not standard for every committee but the chair offered the pre-written interview questions as a time saver for everyone. Typically committees generate questions together. However, during this observation, the chair provided a set of questions from a recent search for a similar position. The committee members had minimal suggestions for changes and were grateful that the chair had taken initiative.

The interview protocol used for the observed hiring process did not include questions that ask candidates to speak directly to their understanding of equity and social justice or to the racial demographics of CC. In addition, during observations, there was no conversation during the committee meeting about the position itself, the priorities of the office, the values of CC as an institution, or the changing demographics and priorities of students. Rather than gatekeeping around candidates' equity-minded competence, the committee focused most of its gatekeeping measures on race-neutral experiences which are often used as proxy for understanding race. As discussed in previous sections, interview responses illustrate the limited nature of equity as an area of evaluation for job candidates. The following quote illustrates the limited extent to which questions about to diversity and equity are included in the current interview protocol:

"I don't think we've had any specific questions about how does your practice [help], Black students succeed or Latin students succeed or whatever. I don't think we've ever had anything specific in that way. And I think it would probably be because I would say in terms of the tension around even talking about race specifically and calling it out in that way, that you'll see something that's more around, what are the issues that first generation students have in college? ... More of blanket like that."

"we'll ask...a generalized question like, "What is your definition of diversity," ...or, "How would you foster diversity across our campus?" Generally, we'll have just one question on that. Then they will give us our understanding of what they think a diverse student population is and how they would provide inclusiveness on campus ... But that's in the interview, not necessarily the application. So in terms of screening, we wouldn't know until later."

Scores are a useful method to systematize the evaluation process. However, numbers may appear objective but each individual may have had their own rationale for particular scores. Without discussion, scores can be just as capricious as judgments based on superficial impressions.

In addition to the emphasis on scores, applicants who did not meet the community college criteria were automatically removed from the pool for consideration. Applicants with other



relevant and transferrable skills were not considered, analyzed, or discussed. It would be more useful to define the qualities that make an individual a desirable candidate. Similarly, having worked in a community college in itself does not signify competence. It would be more helpful to describe what, in particular, one needs to know and do to be an effective professional in a community college. Based on the above findings, CUE suggests the following:

Recommendations

- 1.** At the beginning of each search, have the committee discuss the needs of the position, unit, and college. Are there gaps of knowledge or experience that this new person would ideally fill?
 - What are the priorities of the college at the moment? How will these priorities be reflected in the interview process? Does the applicant have personal or professional experience with the student populations that are reflective of CC? (e.g. Latinx, Black/African American, formerly incarcerated, parents, etc.)? If not, do they at least communicate an awareness or skill-set that speaks directly to CC, or do they use generalized language that could be applicable at any institution? (e.g. “diverse” “urban” “non-traditional”)
- 2.** Minimize the number of candidate interviews conducted in a day. Hiring a new employee is an investment of millions of dollars, particularly when considering the likelihood of the employee remaining at the institution for years to come. Hiring committees should have the opportunity to meet with each candidate for more time and reflect on their skill-set in a deeper manner.
- 3.** Draw from a bank of equity-minded questions that can be included in every interview protocol. During the CUE Equity-Minded Hiring Institute, a workbook was provided as a tool. A selection of equity-minded questions were provided as a way to prioritize equity competence in the hiring process.
- 4.** Rewrite job announcements to include CC student and faculty racial demographics. Create an expectation that candidates discuss their understanding of Compton’s history, CC as an institution, and the CC student population in their cover letter.
- 5.** Incorporate a feedback loop with hiring committees. Empower administrators and faculty to engage in a regular practice of feedback to human resources after completing a hiring process. Identify new procedures to be passed by the Academic Senate.



6. Create a scoring sheet that hiring committees can use as a metric for candidate evaluations. Metrics should include equity-minded competence as an area of evaluation.
7. Form a hiring committee working group to rewrite hiring procedures. Giving ownership to administrators and faculty to develop new practices will ensure that there is buy-in.
8. Identify a reward and recognition system for administrators and faculty who participate and help to improve the hiring process.



Communication and Expectations for Professionalism

The third and final overarching finding is communication and expectations for professionalism. Throughout the process of conducting research with CC, there were observed mistakes in communication and expectations which can be perceived as unprofessional. These findings are reflected in two areas 1) email communication and follow-up, and 2) perceived distrust from leadership.

Email communication and follow-up. Garnering participation for interviews was challenging. A total of 13 interviews were conducted with CC employees. Out of the 21 individuals who were selected to be interviewed, only 13 responded. Three email invitations were sent out, in addition to a follow-up memo from CC's President. Of the 13 individuals who responded to the invitation, half required multiple follow-up emails. Despite receiving personalized invitations from Dr. Wheaton and President Curry, the remaining 8 individuals did not respond.

Another example observed during the hiring process, as discussed in section two, is candidate interview communication. Job candidates received one email notification that they were being granted an in-person interview. Since there was no follow-up, CC lost half of the candidates for the position opening. For the candidates who did arrive to their interview -- their interactions with the committee were very minimal due to rigid procedures. An unintended consequence of the committee's attempt to be unbiased was the creation of a cold and unfriendly environment for interviewees.

An introductory telephone conversation with candidates can serve the purpose of establishing a positive and welcoming tone, as well as determining the candidates' continued interest and avoiding scheduling glitches. Direct contact also creates accountability for people to show-up for their in-person interview. In addition, requiring candidates to confirm their attendance by a deadline will help move the process forward if



individuals are non-responsive. On the interview day, committees should create an introductory script to read to candidates which includes the position description as well as additional information about the role or CC which might not have been included in the job announcement. Providing candidates with an introduction might serve as a warm up before jumping into interview questions. These strategies add more time but provide clearer communication to candidates and set the expectation for how the process will move forward.

Perceptions of distrust from leadership. Perceptions of distrust were mostly reflected in discussions of the hiring process. During interviews, CC employees referenced how, oftentimes, their selections for top job candidates were not taken seriously by upper-level administration. They do not always feel that their input is valued. Interviewees shared comments such as:

- *"The deans and the VPs will try to push for what they want more than anything else. Oftentimes, the faculty members don't agree."*
- *"It was made clear that if the leadership wanted to make a decision about hiring, it would happen with or without an explanation. "*
- *His (President's) response is, "I hire the most qualified person," but, again, that's up for debate for people who have served on the committees. We feel that there is some favoritism there towards Latin Americans over African Americans."*

Based on a review of the administrative hiring procedures and observations of the hiring committee, the practice of the president making the final decision on hiring is standard. However, statements shared by CC employees made it clear that they do not feel that their decisions are trusted by leadership. This finding reveals that communication and expectations about the process need improvement. CC leadership might consider the following recommendations to address the areas discussed in this section.

Recommendations

- 1.** Create a culture of accountability through responsive communication and follow-up. CC leadership should role-model this expectation. If not already included, communication should be included in annual employee evaluations.
- 2.** Create a practice of clear and friendly communication with job candidates. When candidates are invited to in-person interviews, make a personal phone call and ask if they have questions about the process. Provide as much detail as possible so that they are excited about the potential of working at CC.



3. Consider providing candidates with a list of questions that they might be asked during their interview. That way, candidates will arrive to their interviews more confident and have the opportunity to present their best selves.
4. Leadership should send a monthly or quarterly newsletter update to CC employees. The newsletter can include updates on ongoing projects, student demographics, values and priorities, etc. Regular communication with employees creates a higher level of accountability for all CC employees.

Compton College's *Current* Hiring Process

The committees follow guidelines and procedures very carefully. The current faculty hiring timeline and procedures were observed and described as the following steps:

1. Human Resources posts job announcement online.
2. Union President and academic President choose a total of four faculty members to serve on committee. In addition, an equal opportunity representative is selected - VPHR. CEO/President assigns an administrator/ committee Chair.
3. Human resources reviews applicant material and screens for minimum qualifications.
4. First committee meeting: the VPHR reviews confidentiality agreements and guidelines. All committee members sign the agreement. VPHR provides committee members with an overview of the number of applicants and instructions on how to view their material on the database.
5. Second committee meeting: Committee members come with individual scores of all candidates. Committee members share their individual scores and collectively select top candidates who will receive an interview. Committee generates questions for the in-person interviews (if not done already).
6. Candidates selected receive an email notification that they can interview on assigned date
7. Interview day(s): Committee members interview candidates and score candidates.
8. Top three candidates are selected and passed onto academic President for final interview.
9. President interviews candidates and selects one or declines and starts the process over again.

Compton College's *Ideal* Hiring Process

1. **Equity-minded review and editing of job announcement by Human Resources and department in which the position will be held.**
2. Job announcements posted by Human Resources on:
 - a. CC website



- b. CCC registry
 - c. Local graduate program listserves
 - d. Professional affinity group listserves
3. Committee selection
4. Screening of applicant minimum qualifications
- 5. First meeting | Setting expectations for the hiring process**
 - a. Committee reviews confidentiality agreement
 - b. Committee reviews position description and discusses the experience and skills needed for the position, department, and institution.
 - c. Committee agrees upon the competency areas that will be prioritized throughout the process, which includes equity-minded values. Reviews competency criteria and evaluation form.
 - d. Committee emphasizes the importance of reviewing cover letters in addition to resume qualifications. Cover letters will highlight whether applicants were attentive to the job announcement which includes specific details about the student population and expectations of equity-minded competence.
 - e. Human resources team provides committee with a bank of interview protocol to review before next meeting. Protocol includes equity-minded questions.
- 6. Second meeting | Equity-minded applicant review**
 - a. Candidate materials are printed and available for committee to revisit if needed during discussion of scoring.
 - b. Committee discusses impressions of overall candidate pool.
 - c. As assigned scores are shared by each member, impressions are also shared of candidates who stood out because of their attention to details of the position and CC's community.
 - d. Committee selects top candidates for interviews
 - e. A back-up pool of candidates is selected in case first choices withdraw from the process.
7. Candidates are called by phone to thank them for applying to CC and confirm whether they can attend the scheduled interview date. Candidates are welcomed to ask questions about the process.
 - a. The phone call is followed-up with a confirmation email of their interview invitation along with details.
8. Candidates are emailed interview questions one-week in advance to prepare.
9. Interview day, candidates are welcomed by the hiring committee. Prior to the start of the start of the interview, the committee chair provides background on the position



and information on the department. This can include the culture of the department, student demographics and other characteristics, etc.

10. President conducts final interview with finalists and selects a candidate for hire.

Conclusion

The interview, observation and document analysis findings provide a step toward understanding CC generally, and more specifically, the state of equity in hiring at CC. It is clear from listening to administrators and faculty that the institution has strong capacity to build equity as a foundation in the institution to serve its student population. The findings point to several areas where opportunities for growth exist and where further research is needed. They also suggest recommendations for change.



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Appendices

Appendix A

Minimum Qualifications for EOPS Counselor position

2018 Handbook | Minimum Qualifications for Faculty and Administrators in California Community Colleges

- EOPS “Counselors” are those persons designated by the community college to serve as certificated counselors in the EOPS program and must possess the Community College Counselor Credential or possess a Masters degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent, and in addition:
 - Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages or,
 - Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language social, or economic disadvantages and,
 - In addition, an EOPS counselor hired after October 24th, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons of handicapped language, social, or economic disadvantages.



Appendix B

CURRENT COMPTON COLLEGE HIRING PROCESS





Appendix C

