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Advancing Faculty Diversity in Community Colleges: A Guide to Change Leadership and Institutional Transformation

Transforming Institutions 2025

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Agenda

- **Introduction**
- **Theoretical Framework**
- **Data Collection and Analysis**
- **Findings**
- **Significance and Implications**
- **Activity**
- **Q&A Session**





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Introduction

The Racial Gap between Faculty and Students at Community Colleges

- **Racial Representation:**

- Minoritized student (46%) vs part-time community college faculty (23.5%) (AACC, 2024)

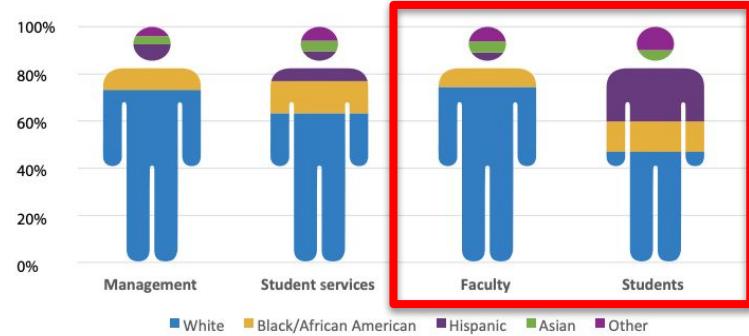
- **Faculty Diversity Impact:**

- Same-race/ethnicity instructors contribute to better persistence and academic performance (Fairlie et al., 2014; Price, 2010).

Faculty and staff diversity

Staff and faculty are less diverse than the student populations attending community colleges.

Distribution of selected staff categories and students by race/ethnicity: 2016



Source: AACC analysis of Integrated Postsecondary Education Data System fall enrollment files.



Source: AACC (2018)

Gender Disparity in STEM Faculty

- **Gender Gap in STEM Faculty:**
 - Women constitute over 50% of faculty (AACC, 2024), but STEM fields remain male-dominated.
 - Women in STEM academia (8.7%) vs. Men (36.3%) (National Science Board, 2021)
- **Female Mentorship in STEM:**
 - Female students achieve more positive academic outcomes when taught by female instructors in STEM disciplines (Bowman et al., 2022; Carrell et al., 2010).

Purpose of the Study

- As a part of the NSF–APLU INCLUDES Project, this study aims to **localize the tool to adapt to community colleges**, particularly faculty diversity challenges in STEM fields.



NSF Eddie Bernice Johnson INCLUDES Alliance





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Theoretical Framework

Institutional Model for Increasing Faculty Diversity (Griffin, 2020)

- Offers a way to understand **multi-level factors** impacting faculty diversity
- A comprehensive approach to help institutions develop **sustainable strategies** for advancing faculty diversity



Institutional Model for Increasing Faculty Diversity (Griffin, 2020)

- Four core areas

Element	Definition	Subdimensions
Institutional Context	The overarching commitment and investment the campus has made in promoting diversity and inclusion	-
Recruitment	Short- and long-term efforts to bring faculty from diverse backgrounds to campus	<ul style="list-style-type: none">• Outreach: building a diverse pool• Hiring: establishing an equitable process• Yield: why candidates accept or decline offers

Institutional Model for Increasing Faculty Diversity (Griffin, 2020)

- Four core areas

Element	Definition	Subdimensions
Transition	The process by which faculty are welcomed and incorporated into campus communities between their hiring and formal initiation of employment	-
Retention	Efforts focused on promoting faculty success and satisfaction that keep them at the institutions	<ul style="list-style-type: none">• Professional Development: teaching, service, and research• Advancement: promotion and tenure system• Satisfaction and Support: overall belongingness and well-being



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Data Collection and Analysis

Data Collection and Analysis

- Conducted six **focus groups** from April 2022 to February 2023 via Zoom
- Participants (community college leaders) reviewed the original tool and provided feedback based on their practical experiences.
- Recorded and transcribed discussions were analyzed to guide necessary revisions.

Session (focus)	# of Participants	Session (focus)	# of Participants
1st (Introduction)	9	4th (Transition)	3
2nd (Institutional Context)	6	5th (Retention)	5
3rd (Recruitment)	9	6th (Reflection)	7



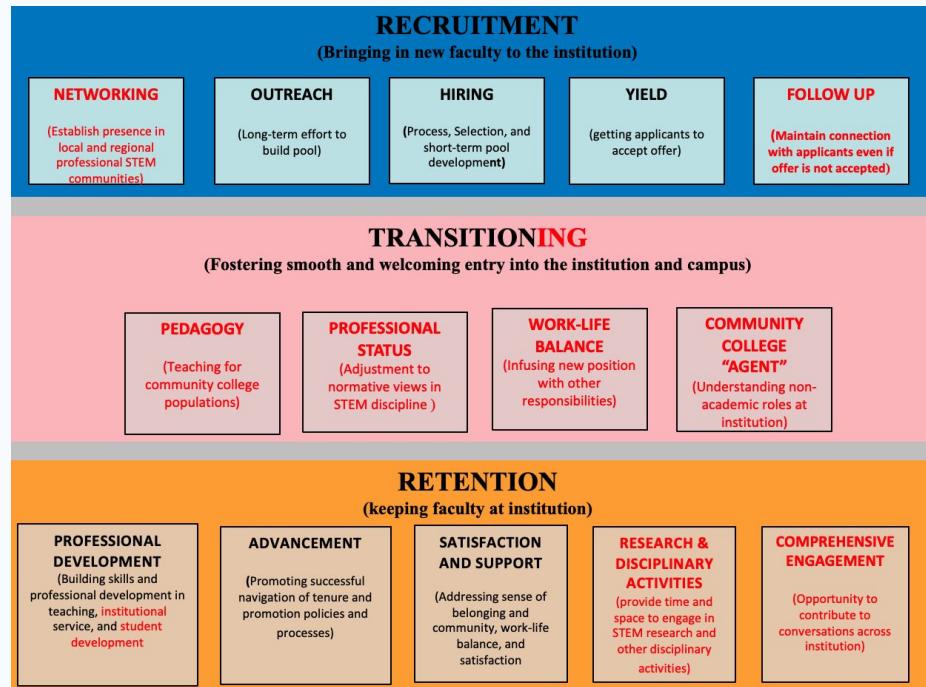
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Findings

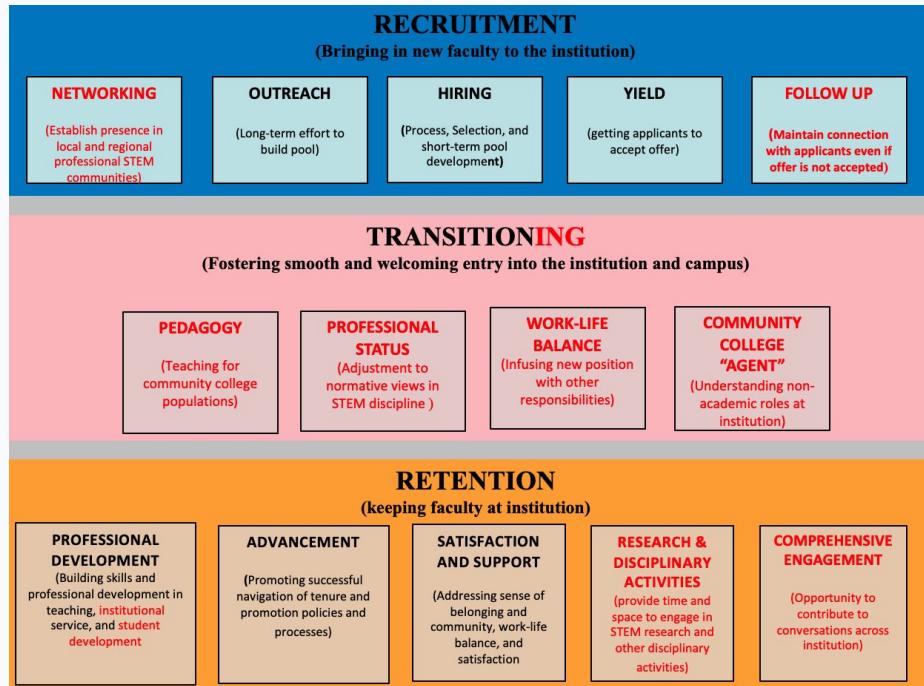
Findings: Key Updates to the Institutional Model

- **New Elements in Recruitment:**
 - Networking: establishing a presence in local and regional professional STEM communities
 - Follow-up: aims to maintain a connection with applicants for other opportunities in the future despite the offer not being accepted



Findings: Key Updates to the Institutional Model

- **Terminology Shift and New Elements in Transitioning:**
 - Changed from "transition" to "transitioning"
 - Encompasses four new elements
- **New Elements in Retention:**
 - Retention encompasses two new elements (Baber et al., 2022)



Findings - Revision Overview

Changes to language for community college context:

1. Research-centered approach → teaching-centered approach
 - Retention: Are there workshops and programming offered to support faculty in inclusive and evidence based **teaching and pedagogy**?
2. “Tenured faculty” → “full-time faculty,” “part-time faculty,”
 - Recruitment: Have you developed and implemented strategic initiatives to recruit current **part-time** and/or **adjunct** lecturers and faculty to open **full-time** faculty positions?

Findings: COVID-19 Pandemic and DEI

COVID-19 Considerations

- Impact on higher education
- Mental health support for faculty
- New questions addressing pandemic-related challenges

Diversity, Equity and Inclusion Highlights

- Addressing recent Supreme Court decision (SFFA v. Harvard & UNC)
- Shift from affirmative action to broader diversity, equity, and inclusion (DEI) questions [*this is continuously changing*]



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Significance and Implications

Significance and Implications

- **Significance of Faculty Diversity**
 - Current statistics on faculty representation
 - Challenges in STEM fields
 - Underrepresentation of minoritized groups
- **Research Implications**
 - Purpose of the revised Self-Assessment Tool
 - Goal of improving STEM faculty diversity
 - Creating inclusive educational environments



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Activity

Introduction to the Self-Assessment Tool

- **Part 1: Policy & Practice Tool**

- **Status of Policy/Practice:** N/A, Absent, Basic, Promising, Successful
- **Evidence of Effectiveness**
- **Types of Evidence:** Missing, Anecdotal, Qualitative, Quantitative, Mix
- **Relevant Administrative Data**
- **Comments**

	A	B	C	D	E	F	G	H
1	INSTITUTIONAL CONTEXT							
2								
3								
4	Q#	Level	Policy/Practice	Status of Policy/Practice	Evidence of Effectiveness	Types of Evidence	Relevant Administrative Data	Comments
5	IC.1	Institution	Is diversity, equity, and/or inclusion mentioned in the institution's mission, vision, and/or values statement?	STATUS		TYPE OF EVIDENCE		1a. What role does the union play in diversifying faculty? Is this a formal or informal role?
6	IC.2	Institution	Is diversity, equity, and/or inclusion highlighted in the institution strategic plan?					



Small Group Questions To Think About

1. If adapted to your institutional context (given that the tool is currently situated in the community college context), would you use the tool at your institution? Why or why not?
 - a. Is the tool applicable and feasible in your context?
 - b. Are there words you would change in the tool?
2. With the resources and team available to you, are you able to answer these questions?
 - a. If not, whom else would you need to add to the team?
 - b. What resources might you need to complete the tool?
3. How will you organize your team to conduct the self-assessment tool? Whom can you contact?
4. What is happening (internal/external) within your context that might make completing this tool difficult?
5. Based on answers to the self-assessment tool, what resources would you need to implement actionable strategies?



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Q & A Session

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Thank you for listening!

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