Good afternoon. I am Dale Ewen, Executive Vice President and chief academic officer of Parkland College in Champaign.

I would like to bring the chief academic officer perspective as well as share our processes of how Parkland College has implemented our Board of Trustees' resolutions to diversify our faculty. This first part falls under your category of The Hiring Process and Campus Leadership.

The Board’s commitment to diversity greatly helped me as the chief academic officer to work with the department chairs in making this an institutional priority. We first incorporated the spirit of the resolutions in our strategic and operational plans by obtaining an institutional consensus and commitment to “the recruitment of a faculty whose composition reflects the diverse population we serve.”

I asked the department chairs to work with me in developing strategies. We found that often faculty with little or no experience had difficulty in becoming finalists in faculty searches. Our first diversity program initiative is a supervised faculty internship program, bringing recent graduates of master's degree programs to Parkland to teach up to two years full-time in adjunct positions not only with commensurate full-time faculty salaries and fringe benefits but also with mentoring and other support provided in preparation for future full-time, tenure-
track faculty openings. We must make certain that there will be tenure-track positions available after the internship.

We broadened the definition of "diversity" to include any underrepresented group. For example, a Caucasian woman was hired in speech, where there were no full-time women faculty. An African-American male was hired in computer information systems, where there were no minorities. We have had two African-American females in English, an Asian female in biology, an African-American male in Adult Education, and an Asian/Pacific Island female in mathematics, to name a few. We have not been successful in recruiting any male faculty for nursing!

In part, our ad states: Preference will be given to candidates who can provide greater faculty diversity in departments/disciplines with underrepresented groups. These positions require a demonstrated commitment to teaching and to the community college philosophy, a commitment to multicultural education, and the ability to work with culturally diverse student populations.

Our second program is called PROF (PRofessors Of the Future) in which we identify promising diverse students at Parkland and assist them in becoming community college faculty. The Parkland Foundation assists them with tuition as they complete a bachelor's and/or master's degree in a teaching discipline. After earning a master's degree, a PROF scholar returns to Parkland to teach full-time for up to two years in a full-time adjunct position similar to the Diversity program I described earlier. The PROF Program, a true "grow your own" initiative, has been completed by three former Parkland students and three more are currently
in the “pipeline.” We have been able to hire more diverse tenure-track faculty members than we did before these programs were begun.

Understanding the role of faculty search committees cannot be overlooked. By policy, each full-time faculty search committee has a maximum of five members: the department chair, two or three faculty members in the given discipline, and one faculty member from another department plus a trained non-voting Equal Employment Opportunity/Diversity representative. The director of human resources and I meet with all faculty search committees before classes begin in January to review the Board resolution and our procedures and to answer questions.

The Supply or "Pools" for Diverse Faculty

What have we learned?

1. Community colleges require a minimum of a master's degree in a discipline to teach transfer courses. When students, and often minority students, have master's degrees in policy studies, educational administration, etc., they are automatically eliminated because they do not meet the minimal qualifications. I often visit University of Illinois graduate classes of students interested in higher education. They are often surprised to learn late in their studies about our minimal requirement of having a master's degree in a discipline.

2. I compliment both the Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP) for having their directory available early this year. In the past, we received their directory after our closing deadline. We have had to move our closing deadline
to the last Friday in January because we were losing too many qualified candidates to other colleges that had earlier closing dates. We want to write a special letter to those listed who qualify for given, open full-time faculty positions each year, outline the benefits of teaching at a community college, and invite them to apply.

**Retention of Diverse Faculty and Campus Climate**

Of course, we are concerned about retention of all faculty and having a welcoming and supportive climate. We recognize hiring any new full-time faculty member is not the end, but only the beginning, of the process of successful faculty professional development for both the individual and the institution. We believe that mentoring all new full-time faculty, including the Diversity and PROF interns, is essential. We assign a mentor to help each new faculty member understand the Parkland history/culture, classroom/instructional issues, academic assessment, our shared governance structure, our academic and student services available to students, and other support services and opportunities available. Our Center for Excellence in Teaching and Learning provides a series of workshops for new full-time faculty that has been developed for and annually fine-tuned by our new faculty.

New full-time faculty must understand the dynamics of working with their colleagues both within their department and the college. What is understood by someone in education is often not understood or not even noticed by someone new to education. We must make every effort to make all new faculty members as successful and possible.
Summary

- Make recruitment of a faculty whose composition reflects the diverse student population a major institutional goal.
- Create a greater awareness of the educational benefits resulting from diverse faculty, i.e., improved student academic performance, long-term economic and social benefits for students, richer learning environment, more responsiveness to student needs, to name a few.
- Be innovative in creating programs and obtaining institutional commitment that will give recent diverse graduates a better chance of being hired.
- Broaden the definition of "diversity" to include any underrepresented group.
- Educate faculty search committees on the importance of having a diverse faculty.
- Make graduate students aware that community colleges require a minimum of a master's degree in a discipline to teach transfer courses.
- Implement mentoring and other retention programs for all and especially new full-time faculty.