

CLOSING THE EQUITY GAP: GROW YOUR OWN FACULTY DEVELOPMENT PROGRAM

by

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ABSTRACT

The equity gap relating to minority student success and talent management in higher education is a persistent problem. This is a topic of significant concern at most institutions of higher education and has the potential to have greater impact at community colleges where underrepresented populations are typically larger. A substantial amount of research has examined faculty development and minority recruitment; however, no one has developed a comprehensive solution for improving faculty diversity. While faculty diversity is a topic that is often discussed, the solutions tend to be unattainable in that we must completely change our talent management processes to yield different results. Leaders must invest and commit to improving the development and resources provided for recruitment and retention of diverse faculty. Sinclair Community College has identified six key competencies required for its faculty including scholarship and professional growth, teaching and learning facilitation, student development, assessment, curriculum design, and workplace and community service. Improving the understanding and application of these competencies for African American faculty will improve African American student retention by creating more opportunities for them to feel a sense of belonging and closing the equity gap for the institution in terms of hiring African American faculty and African American student success.

KEY WORDS: faculty development, minority recruitment, faculty diversity

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CHAPTER 1: INTRODUCTION

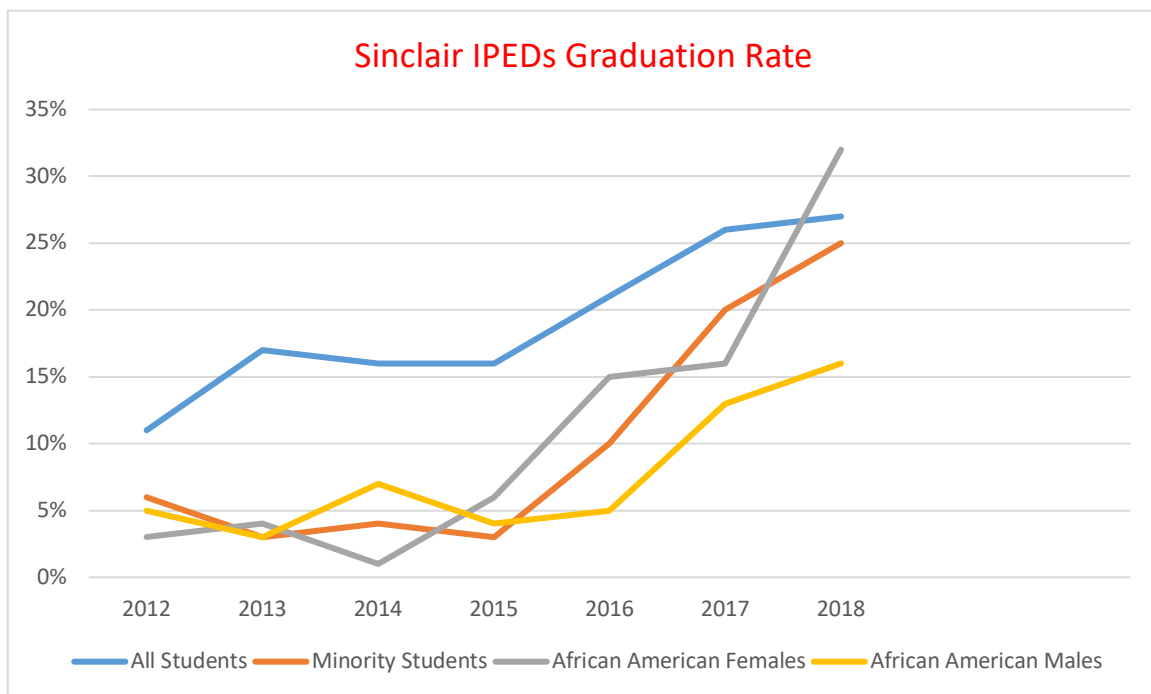
DEFINING THE EQUITY GAP

It is perplexing to think that we are still dealing with an equity gap between African American and Caucasian faculty more than 150 years after the Civil War. This gap continues to exist in terms of student success and the talent management processes in higher education. Regarding student success, the equity gap is demonstrated by lower completion rates. Minority students tend to achieve higher levels of success when they can identify with their faculty, yet few minority faculty are to be found. In order to close the gap for both African American students and African American faculty, a diversity recruitment and minority faculty development program must be implemented. As it pertains to talent management, the equity gap exists throughout the employee life cycle.

The first issue is acknowledging that an equity gap exists. Most institutions report completion numbers for certificates and degree programs. Figure 1 includes disaggregated data on Sinclair Community College graduation rates from 2012 to 2018 and highlights an improvement in all demographic categories. The graduation rate for all students increased from 11% in 2012 to 27% in 2018. White students increased from 13% to 28%, and total minority students increased from 6% to 25%. African American females experienced the biggest increase from 3% to 32%. African American males increased but not as much as other groups, as they

started at 5% and increased to 16%. These increases can be explained by a \$1 million investment in programs to increase the success rates of African American students and the hiring of a Chief Diversity Officer in 2014. However, the question remains as to why African American male completion rates still lag. The substantial increase across all categories serves as a distraction and masks the fact that an equity gap still exists for African American male students.

Figure 1: Sinclair IPEDs graduation rates from 2012 to 2018.



Note. Data represent first-time in college, full-time students who complete an associate’s degree in approximately three years.

The second issue is the implicit bias that is embedded throughout the talent management process that impedes the institution’s ability to achieve equity in faculty staffing. Sinclair hired a Chief Diversity Officer in 2014 and implemented a minority recruitment program for faculty; however, much like the student issues that remain, there is room for improvement

on the staffing side. Only 10% of Sinclair's tenured/tenure-track faculty are African American while the African American student enrollment is 20%. Of the African American faculty, more than 85% came to the college through the Grow Our Own (GOO) program, a diversity initiative specifically developed to improve minority representation among Sinclair's faculty. The initial focus was recruitment of African American faculty, but the program has expanded to include Latinx faculty. Since the program's inception in 1991, 36 GOO faculty have been hired. The majority, 61%, have been African American females, 33% have been African American males, and less than 1% have been Latinx, with one female and one male. Adding to the equity gap is the program's faculty retention rate. Since its inception in 1991, 83% of female GOO faculty have been retained compared to 54% of male GOO faculty. In addition, the average GOO earns merit only every fifth year where non-GOO faculty earns merit on average every other year. While a variety of professional development programs have been introduced over the years, very little formal programming or structural improvements have been made to the GOO program since 1991.

GOO faculty are hired with a bachelor's degree in a tenure-track position and allowed to work a reduced schedule for three years while they earn a master's degree. Although Sinclair is forward thinking for creating and continuing the GOO program, the percentage of current African American faculty indicates that the institution needs to change its faculty recruitment model and increase the hiring of GOO faculty in order to achieve the stated equity goals. Additional structure is also needed for the GOO program to ensure minority faculty success and retention.

The following research questions guided this study:

1. What are the elements needed to improve the competency training for GOO faculty?
2. What structure is needed to ensure the sustainability, transparency, and growth of the GOO program for the future?
3. What training or support is needed for GOO supervisors to help develop and mentor GOO faculty?

There are two hypotheses associated with this research. The first is that minority faculty success and retention will increase as a result of implementing a GOO development program. The second hypothesis is that having GOO supervisors who are better prepared to mentor and develop African American faculty will increase success, belonging, and retention of GOO faculty.

HISTORICAL LEGACY

In order to understand the current equity gap, we must first understand the historical legacy of the United State of America. Duster (2009) noted that

The latter part of the 20th century was one of great progress for diversity in higher education, generally speaking, and for African Americans in particular. Unfortunately, for the first two-thirds of its history, American higher education had a decidedly apartheid-like character. (p. 1)

Unfortunately, reconstruction after the Civil War paved the way for many years of oppression of African American citizens.

For example, various legal decisions created longstanding barriers to education for minority students. The second Morrill Act of 1890 allowed for the creation of separate land-grant institutions for students of color and provided support for the separate but equal premise. The 1896 Supreme Court decision in *Plessy v. Ferguson* (1896) upheld racial segregation as legal, as long as the facilities were “separate but equal.” It was not until *Brown v.*

Board of Education (1954) that the Supreme Court finally determined “separate educational facilities are inherently unequal.” Unbelievably, segregation remained in the South for another decade. After reconstruction, Jim Crow laws enforced racial segregation throughout the South until their repeal during the mid-1960s. Understanding the nation’s history provides perspective and insight into some of the historical and political barriers that have impacted African Americans for generations.

SYSTEMIC ISSUES

Duster (2009) and Oskin (2013) argue that the same challenges in terms of discrimination that existed during the 1960s, such as poverty, unemployment, voting rights, and racial disparities in education, are ever present due to the “gradual and then escalating erosion of the measuring device of disparate impact” (Duster, 2009, p. 105). Oskin added,

Schools are more segregated now than they were 30 years ago and students of color still face racial stereotypes, as they are shunted into special education more frequently than whites, and get less access to gifted programs and advanced placement classes. (p. 12)

On July 3, 2018, the Trump administration withdrew guidelines for Affirmative Action that advocated for the use of race in education. Green, Apuzzo, and Benner (2018) explained, “The US Supreme Court has upheld the use of race as a factor in admissions policies, as long as colleges can show that other methods alone cannot achieve diversity” (para. 4). However, the recent executive action and potential changes of the Supreme Court membership could reduce the number of minority students and broaden the current equity gap in terms of degree completion. This will have a second order effect thereby reducing the number of available minority graduates that can be employed by businesses and institutions of higher education.

Another systemic issue resulting from the legacy of slavery and segregation can be observed in hiring practices. Most search committees are comprised of individuals who believe they are impervious to bias. Kayes (2016) suggested,

Adding to the complexity of the problem is the lack of professional development for search committees on how implicit biases shape expectations, perceptions, and decisions about hiring- what John Dovidio, the Carl I. Hovland Professor of Psychology and dean of academic affairs of the Faculty Arts and Sciences at Yale University, characterized in 1997 as “aversive racism.” (p. 2)

The Ohio State University’s Kirwan Institute for the study of race and ethnicity defined implicit bias as “the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (as cited in Pena et al., 2018, p. 3). Marybeth Gasman, Distinguished Professor at the Graduate School of Education (GSE) at Rutgers University-New Brunswick, argued that “Faculty search committees are part of the problem. They are not trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department” (as cited in Kayes, 2016, p. 2). This persistent issue is central to the lack of diversity in higher education. For example, the TIAA Institute (2016) reported that

While underrepresented minorities held 12.7% of faculty positions in 2013, up from 8.6% in 1993, they held only 10.2% of tenured positions. Similarly, women in 2013 held 49.2% of all faculty positions, up from 38.6% in 1993, but just 37.6% of tenured positions. (p. 1)

Lack of diverse faculty can have a greater impact when trying to serve underrepresented students, especially those who require developmental education (DE). Developmental students searching for role models that they can identify with or spaces on campus where they feel they belong will often be searching in vain to find faculty who look like themselves. Preston (2017) recognized that

Unfortunately, institutions of higher education do not always have the proper tools or personnel to work effectively with students of color in DE, and one could argue that DE instructors are asked to yield the highest returns with the least investment. (p. 16)

CHANGING DEMOGRAPHICS

Changing student demographics will continue to highlight inequities and increase the need for higher education to address the subsequent issues for minority students. In particular, Janosky (2017) asserted, “This population is becoming increasingly diverse such that the Census Bureau envisages more than half of all Americans identifying with a minority group by 2044 and nearly one in five being foreign born by 2060” (para. 1). Most institutions have adopted policies or strategic goals to improve diversity, inclusion, and equity but have fallen short on implementing these programs. Janosky explained,

To foster a campus culture through inclusive excellence, systemic commitment and infusion must envelope practices for access and equity in admissions and staffing; diversity and multi-culturalism in the classroom, offices, and curriculum; campus climate; and teaching, learning, research, and service. (para. 12)

Accomplishing structural diversity in higher education and, wrote Ibarra (2009), was predicated on three assumptions:

1. A critical mass of underrepresented populations was needed to achieve diversity.
2. Underrepresented students were disadvantaged and needed remediation.
3. Underrepresented populations would eventually assimilate into the culture of our institutions.

The GOO program at Sinclair was designed to be a transformative program for both faculty and students that would continue to reflect and affect the culture of Sinclair and the community, thereby providing the foundation to achieve equity.

TALENT MANAGEMENT

Valuing different viewpoints creates an environment where people feel open and appreciated and are more likely to take risks and be creative. Increased diversity in the workplace leads to more innovative results. As Rock and Grant (2016) noted, “enriching your employee pool with representatives of different genders, races, and nationalities is key for boosting your company’s joint intellectual potential” (para. 14). Beyond leadership potential, researchers have documented efficiencies that occur as a result of a diverse group working together. For example, “Mathematical algorithms show hard evidence of how efficient problem-solving strategies emerge when your pool of workers is not homogeneous” (Pena et al., 2018, p. 60). Leaders must evaluate current recruiting and hiring strategies and implement changes to realize different results.

Talent management is the concept of using your human resources personnel in conjunction with the organizational development processes to “recruit, retain, develop, and reward your workforce” (McKinsey, 2018, para. 7 & 10). However, higher education has been slow to change the talent management processes to adjust to meet the dynamic needs of the institution. Eddy (2017) stated that “From 2001 to 2011 inequities in race/ethnicity went unchanged at the presidential level” (19:00). Those inequities are also reflected in the faculty ranks, and most current college presidents came from the faculty ranks. Overcoming this barrier in the talent management process requires a new solution. Instead of mandatory diversity training and testing job applicants, colleges need to shift to specific recruitment targeting of minorities, improve mentoring, and establish diversity task forces. In addition, accountability theory can be used to add social pressure or social accountability within

organizations to improve the recruitment, hiring, development, and retention of diverse employees. “Accountability theory,” explained Vance et al. (2015), “explains how the perceived need to justify one’s behaviors to another party causes one to consider and feel accountable for the process by which decisions and judgments have been reached” (p. 347). Including task force members from outside the department as part of the hiring committee creates a different dynamic and will potentially break up the phenomenon of groupthink. In particular, “Accountability theory suggests that having a task force member in a department will cause managers in it to ask themselves, ‘Will this look right?’ when making hiring and promotion decisions” (Dobbin & Kalev, 2016, pp. 58-59). Thus, creating diversity task forces with trained members who are ready to serve on any committee and be the voice that challenges overt, covert, or implicit bias that can occur during a search process could have a significant impact on the outcome of a search.

CHANGING THE CULTURE BY CHANGING THE PROCESS

“The emphasis should not be on what the candidate looks like or where he or she comes from,” argued Morse et al. (2016), “but rather on what the candidate can do and wants to do for our students and on a sense of a cultural competence” (para. 4). Suggestions for changing the process include revising the announcements, hiring criteria, interview questions, and the hiring cycle as well as identifying faculty with the qualities reflective of students. Likewise, job postings should clearly reflect the institution’s mission, priorities, and focus on inclusion and diversity. In developing position announcements, colleges should be broader thinking in terms of the experience requirements to account for applicants that may not have the traditional academic background (Morse et al., 2016). In addition, colleges must be willing to adopt new

search methods that change the typical search committee make-up and redesign their processes. The faculty representation from the department should be inclusive of minority membership on the committee when feasible. Likewise, the committee should include trained faculty representatives from other departments to ensure a diverse search team that is committed to the goal of equity. “If the minority faculty pipeline is to be effective,” asserted Gates et al. (2003), “change must occur within the commitment of existing faculty members” (p. 1037). Finally, having an equity officer complete a third-party review of all postings before a position is advertised and of all applicants before interviews are conducted would impart an increased level of social accountability to the process and provide assurances of mitigating inequities.

GROW OUR OWN AS A SOLUTION

In an effort to address the equity gap in the faculty ranks, Sinclair created GOO, a diversity recruitment program. To determine the GOO faculty, several steps are taken. First, the Provost annually reviews demographic data and determines where positions would best serve the diversity needs of the college. A local search is initiated and/or the GOO committee pulls candidates from a pool that is maintained by the committee chair. The committee interviews candidates to determine if they are a good fit for the GOO program. If candidates pass this first round, they are then interviewed by the department to assess their potential rather than teaching acumen or experience. After the department assessment, the dean and the provost each interview the candidate to decide if an offer should be made. The Faculty Handbook outlines the specific requirements of the GOO program:

1. Each year, Sinclair will select up to five faculty to participate.

2. Each participant will be granted the rank of Instructor.
3. Each participant will be expected to complete a master's degree within three years.
4. Tuition reimbursement will be exempt from the yearly credit hour limitation, the one-year waiting period, and the maximum funding limitation.
5. Each participant will teach 75% of a full load, with 25% allowed for pursuing the master's degree.
6. A GOO Mentor and Department Mentor will be assigned to each participant.
7. At the end of three years, the participant may apply for promotion to the rank of Assistant Professor, or employment will be terminated if the master's degree has not been completed. (Sinclair Community College Faculty Handbook, 2019, p. 29)

While the program is clearly outlined in terms of logistics, there is a lack of detail available for both the participants and the chairs who supervise GOO faculty. This results in GOO faculty experiencing a different onboarding and development experience depending on their department and supervisors. Many GOO faculty have struggled with completing faculty performance reviews, tenure applications, and merit awards. In addition, the chairs struggle to understand the 75% load and 25% reassigned time for degree completion. This has led to some GOO faculty feeling as if they were overworked while others sense they have received more benefits than other GOO faculty.

The foundation of all faculty administrative processes is the six critical performance areas (CPAs) on which faculty performance is evaluated. The CPAs are scholarship and professional growth, teaching and learning facilitation, student success, assessment, curriculum development, and workplace and community service (Sinclair Community College Faculty Handbook, 2019, p. 21). Sinclair has a robust First Year Faculty Experience (FYFE) course focused on faculty development; however, GOO faculty have provided feedback that they feel intimidated by the FYFE training because the majority of faculty are Caucasian and often have

substantial teaching experience. The goal of improving the faculty development provided to new GOO faculty is to increase their success, including promotion, tenure, merit, and retention, all of which should have a positive impact on our students and other community members looking for opportunities to belong.

SUMMARY

The customary hiring processes in higher education often prevent the success of diverse candidates who may not have a traditional academic background. This leads to a lack of diverse faculty and limited belonging opportunities for students of color. Leaders must be willing to support the necessary risks in overhauling policies and procedures to achieve transformational change and embrace creative programs such as Sinclair's GOO program. This innovative program is reducing the equity gap and moving beyond compositional diversity to achieve the goal of equity. Nevertheless, many improvements can be made to the program to increase the success for both faculty and students. Three major benefits can be realized by improving the understanding and application of the six faculty competencies: (1) increased retention of GOO faculty, (2) enhanced ability to recruit additional African American faculty, and (3) improved experiences for faculty participating in the GOO program by creating a stronger sense of belonging. Altogether, these benefits help close the equity gap in American community colleges. The products described in future chapters will provide the needed structure to enhance the innovative GOO program by providing a diversity recruitment model; a development program, including outcomes based on the six critical performance areas for Sinclair faculty; a retention program; and a sample budget to support hiring additional GOO faculty.

CHAPTER 2: REVIEW OF RELEVANT LITERATURE

INTRODUCTION

The literature reveals a plethora of suggestions to improve minority faculty recruitment; however, few changes have been implemented in higher education to close the equity gap for faculty. In 1992, Hurtado in her *Journal of Higher Education* article “The Campus Racial Climate: Contexts of Conflict,” wrote,

The research literature suggests that instances of overt racial conflict can no longer be viewed as aberrations or isolated incidents, but rather are indicators of a more general problem of unresolved racial issues in college environments and in society at large. (pp. 539-540)

The lack of progress is illustrated by data that show “over the last 15 years . . . whites still comprise 80 to 90% of all faculty members and administrators” (Kayes, 2016, para. 1). The literature also highlights the deficit in leadership development for minority faculty outside of the medical and dental professions. Hurtado (1992) noted that although “Scholars concede that institutional compliance with legal injunctions for increased minority participation in higher education continues to be problematic, the system of higher education remains racially stratified, and vestiges of discrimination exist in everyday administrative practices” (p. 540). This chapter will review the literature addressing the faculty equity gap, Grow-Your-Own (GYO) and GOO programs, faculty development, and belonging. This chapter will also address challenges associated with developing, implementing, and maintaining a GYO/GOO program.

RACISM

According to Griffin et al. (2011), “A growing body of research demonstrates that many college environments present challenges for black professors, particularly as they face institutional and personal racism” (p. 495). Institutional racism, or structural racism, is based on the premise that systemic barriers create inequities for African American faculty (Griffin et al., 2011). Personal racism refers to the individual’s direct experiences with racism and discrimination (Griffin et al., 2011). Griffin et al. wrote, “Some describe institutional racism as the active resistance or passive failure to increase the number of faculty of color on their campuses” (p. 509). Their research suggests that African American faculty believe that their white counterparts view them first as black and second as professors (Griffin et al., 2011). Addressing institutional/structural and personal racism requires that minority faculty members have coping skills and mentors who provide support and encouragement. “For most participants,” noted Griffin et al., “rather than just a physical separation and relocation to another institution, individuals respond to racism with forms of psychological departure and critical agency” (p. 508). In addition, West-Olatnuji (2005) studied the experiences of African American faculty using cultured-centered theory as his framework. The study identified themes related to the experiences of African American faculty teaching at predominantly White institutions. Frazier (2011) identified the issues contributing to the lack of African American faculty at “traditional white” colleges:

1. Interaction or lack of bonding opportunities
2. Being overwhelmed by micro aggressions enacted by White colleagues
3. No acknowledgement of African American faculty as real intellectuals by colleagues or students unless there was institutional accountability

4. Subjective reality of the white experience (reflections) described as the articulated surreality of participants working with their White colleagues despite Eurocentric perspective of investigating the hegemony existing with whiteness and maleness present in academia. The need for resiliency, self-preservation, creativity, and resourcefulness
5. Mutual benefits of reciprocity and transformation which was defined as a sense of hopefulness that positive outcomes are possible
6. Disconnections, duality, and divergence entails understanding the effects of oppression in the academic experience
7. Resiliency which spoke to participants acts of resilience, self-preservation, creativity, resourcefulness despite their experiences in the academy. (Frazier, 2011, p. 3)

Frazier (2011) argued that these challenges, if left unchecked, can cause African American faculty to leave their institutions or academe altogether. Even if they chose not to leave, they often find themselves retreating to cope with the issues of a hostile campus climate. Indeed, Griffin et al. (2011) agreed, saying, "Findings suggest that challenging climates do, in many ways, lead to black faculty departure; however, this departure does not always manifest itself in a professor's decision to physically leave a campus" (p. 497). Thus, the departure may be manifested as a lack of participation or lack of interest by the faculty member. Subsequently this lack of involvement often impacts the ability for African American faculty to earn promotion, tenure, and merit awards in a culture where participation is tantamount to engagement and loyalty.

BELONGING

Underrepresented Minority (URM) faculty often struggle to belong in an environment that is predominately White. Many URM faculty suffer from isolation and a disproportionate obligation to serve on time-consuming committees, to mentor students with complicated

nonacademic problems, and to participate in community service. This is a “complex tangle of obstacles,” asserted Cohen (1998), “falling far short of overt discrimination,” which may explain the disparity that exists between URM and non-URM faculty in the attainment of senior faculty rank (pp. 821-822). Resolving these issues for URM faculty, specifically African American faculty, is critical for retention and requires development beyond basic diversity training. In their book *Critical Race Theory: An Introduction (Critical America)*, Delgado and Stefancic (2017) provide a mechanism to understand racial justice and how racism shapes the world. They wrote, “Critical Race Theory (CRT) can be used to explore the individual and systemic inequities that persist between White people and people of color to develop a better understanding of the experiences of African American faculty” (Griffin et al. 2011, p. 498). Griffin et al. (2011) suggested five core propositions:

1. CRT-based studies assume that race is central in the experiences of people of color and that racism explains a great deal of the inequity we observe, particularly in education.
2. CRT challenges dominant ideologies that suggest claims of color blindness, equal opportunity, and meritocracy are fair and just. Rather, these ideas are seen as ways to maintain the status quo and perpetuate unequal distribution of educational opportunities and resources.
3. CRT affirms a commitment to social justice and the abolition of racism.
4. CRT validates and legitimizes experiential knowledge, basing conclusions on stories, narratives, and life histories documented from people of color.
5. CRT insists that we be aware of historical and contextual forces, using interdisciplinary methods to facilitate a deeper understanding of the effect of race and racism on society, or more specifically in this case, on educational contexts and academic careers. (p. 498)

Providing training on CRT and applying proposition 5 in terms of understanding the effect of race and racism in educational contexts would increase awareness. However, truly tackling

these issues requires transformational leadership such as establishing equity as a strategic goal and creating metrics and accountability measures at the executive level.

A second order effect of the lack of URM faculty is a barrier to minority student completion as a result of the minimal belonging opportunities. Hausmann et al. (2007) conducted a study to determine if belonging affects student retention. The research had two objectives: “Examine the role of belonging and the impact on persistence and test the effects of an intervention designed to increase the feeling of belonging” (Hausmann et al., 2007, p. 804). The study found a direct correlation to the positive impact of an intervention focused on improving students’ sense of belonging. They wrote, “It serves as evidence that the development of sense of belonging can be modified using a relatively simple and inexpensive intervention” (Hausmann et al., 2007, p. 835). A proven method to increase belonging is adding diversity in the faculty and staff ranks. Milem (2003) recalled, “In his national longitudinal study of college impact, Alexander Astin (1993) found that an emphasis by faculty on diversity in courses had a positive effect on increased racial understanding and overall satisfaction with college” (p. 5). In response to this line of thinking and to help African American students develop a sense of belonging, Sinclair created the GOO program to include more diversity representation, specifically more African American faculty in the classroom.

COMPOSITIONAL DIVERSITY

The University of Denver Cultural Center (2019) defines compositional diversity as “the number of a specific population represented on a college campus and the programs, policies, and procedures employed to increase and support members of those groups.” Stewart’s (2016) presentation, “Minding the Gap: The Distance between Compositional Diversity and

Institutional Transformation,” was critical of institutions that have only focused on “compositional diversity.” She stated, “Diversity and inclusion were never meant to result in equity and justice” (Stewart, 2016, 9:14). She called out the error of approaching compositional diversity as only “looking at people as numbers” (Stewart, 2016). Stewart argued that many institutions take a “Kool-Aid approach,” where leaders try to mix in a little diversity and hope it has the desired impact.

Gasman believed that “The reason we don’t have more faculty of color among college faculty is that we don’t want them — we simply don’t want them” (as cited in Kayes, 2016, para. 1). Indeed, Tugen (2018), in her *Chronicle of Higher Education* article, “How Serious Are You About Diversity Hiring?” recounts the story of Rahuldeep Gill, an associate professor of religion at California Lutheran University, who felt alienated because he is Sikh. Gill described receiving racist comments and micro-aggressions from administrators and faculty. While he felt he was in high demand if the university needed him for advertising purposes, he also felt marginalized and treated differently in all other contexts (as cited in Tugen, 2018).

DIVERSITY PLANS

Most institutions have a diversity plan or diversity initiatives, but few have had significant success growing their minority faculty. Rock and Grant (2016), in “Why Diverse Teams Are Smarter,” used data to show that racial and gender diversity yields better financial returns, reduces errors, increases innovation, and reduces bias. They wrote,

A 2015 McKinsey report on 366 public companies found that those in the top quartile for ethnic and racial diversity in management were 35% more likely to have financial returns above their industry mean, and those in the top quartile for gender diversity were 15% more likely to have returns above the industry mean. (cited in Rock & Grant, 2016, para. 1)

Rock and Grant attribute these results to the behaviors exhibited in nonhomogeneous teams. In other words, groups with diverse membership will challenge us to think in different ways and push us to move beyond initial own perceptions. Taylor Cox (1991, 1993) and Stacy Blake (1991), in their works on diversity including *Culture Diversity in Organizations: Theory, Research & Practice* and *Managing Cultural Diversity: Implications for Organizational Competitiveness*, identified specific factors that develop as a result of increased diversity.

Five factors emerge as indicators that diversity enhances organizational performance. These include (1) attracting and retaining the best available human talent, (2) enhancing marketing efforts, (3) using more creativity and innovation, (4) improving problem solving, and (5) increasing organizational flexibility. (Cox, 1993; Cox & Blake, 1991, as cited in Milem, 2003, p. 15)

Danielle Tate (2018), the Assistant Director of Special Programs at Indiana University-Purdue University Indianapolis (IUPUI), criticized institutions for engaging in compositional diversity without embracing the idea of change. Tate believed efforts to achieve equity at IUPUI and many other institutions have been minimal. She identified nine signs that diversity is not an institutionalized value:

1. New faculty/staff orientation spends more time on training how not to walk under a ladder than engaging issues of diversity.
2. The school's most-prized programs, such as Honors College, remain predominantly White.
3. Black and Brown individuals continue to be absent in senior-level positions, except for those with diversity in the title.
4. The majority of White students do not know where the multicultural center is, let alone attend a program at it.
5. Most faculty and staff of color are located in areas that focus on diversity.
6. The majority of diversity programs are only attended by individuals from diverse populations.

7. Diversity offices are expected to handle all matters related to people of color regardless of the situation.
8. Significant national or global events affecting communities of color can occur without any acknowledgement by White students, faculty, or staff.
9. Students are not required to take a class focusing on diversity, social justice, or global issues. (Tate, 2018)

The list Tate created could be used in a diversity audit or a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to assess if the institution is achieving equity or merely participating in compositional diversity.

CHANGING THE CULTURE BY CHANGING THE SEARCH PROCESS

Faculty search committees are at the root of the equity issues in staffing. Kayes (2016) argued, “They are not trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department” (para.2). Nevertheless, Tugen (2018) shared that California Lutheran University is working with a task force to help the university understand how to recruit and retain minority professors. The new focus includes rewriting recruitment ads, training search committees, and understanding why the process fails. She also provided additional examples from other universities on creating a pipeline of candidates and improving search processes to increase diversity (Tugen, 2018). A key suggestion for changing the process is identifying faculty with the qualities reflective of the students (Tugen, 2018). Tugen asserted that job postings should clearly reflect the institution’s mission, priorities, and focus on inclusion and diversity. Ultimately, this requires faculty and administrators to break away from the standard faculty hiring processes. As Morse et al. (2016) argued, “Colleges may also wish to reexamine the

traditional criteria by which candidates have been evaluated” (para. 7). For too many years, qualified applicants have not made it through the standard review process and no longer feel welcome to apply. Institutions must now adopt a headhunting approach and work on developing relationships, recruiting, and grooming applicants to ensure a more diverse applicant pool. In addition, leaders must be able to recruit using a different approach to create a diverse pool of candidates and respond quickly when an opportunity or ideal candidate is available, even if a position is not open. Using this approach, leaders are not bound by the current systems and can make hiring decisions based on the availability of talent rather than let the budget or a vacancy drive the search process.

DEFINITION AND OVERVIEW OF A “GROW-YOUR-OWN” PROGRAM

A GYO program is a “leadership development program offered by a college or district as a way of preparing employees for leadership positions within the institution” (Reille & Kezar, 2010, p. 60). Most institutions have programs to develop mid-level staff leaders for executive roles. For example, Emory University developed its own leadership development program in 2006, “Excellence Through Leadership.” “The yearlong program is designed to help up to 20 administrators and faculty members annually improve their leadership skills,” noted Selingo (2009), who added that the program creates “a pipeline to eventually replace senior leaders at the institution” (p. 1). Through extensive research, only one community college has been found that has created a GYO program specifically for faculty development. Sinclair, in Dayton, Ohio, implemented a GYO program for faculty 28 years ago. From its inception, Sinclair’s GYO program hoped to accomplish what Jeandron (2006) recognized of other GYO programs; that is, to “continue to create a climate of learning and leadership for their communities” (p. 39). For

this current study, Grow Your Own (GYO) and Grow Our Own (GOO) will be used interchangeably to reference programs that are geared toward minority faculty and intended to increase diversity specifically for African American faculty.

Sinclair was founded in 1887 and is the oldest community college in the country. The college employs more than 3,000 faculty and staff to serve more than 28,000 students per year at five locations in the Dayton region. Sinclair offers 267 degree and certificate programs including two baccalaureate degrees, Aviation and Unmanned Aerial Systems. Its GOO program was established in 1991 as an effort to increase faculty diversity and create opportunities for belonging for students and community members. The program prepares faculty to become tenured in as little as five years. Faculty are hired in tenure-track positions at a full-time instructor salary and receive 100% tuition reimbursement and reassigned time to facilitate completion of their master's degree.

Program Design and Oversight

Although research on GYO programs at community colleges is scant, medical and dental schools have made a concerted effort to focus on equity for some time and have made inroads to achieving their equity goals through the application of minority faculty development programs. Guevara et al. (2013) explained, "These programs have been designed to improve academic skills, provide mentoring, and allow networking opportunities for underrepresented minority faculty members to improve their recruitment, retention, and promotion" (p. 1).

The first step in developing a GYO program is to create an effective minority recruitment program. This includes breaking down the barriers of stereotypes associated with educators to seek out those who share the values of the program. The next step is to provide training and a

clear process for committee members to prevent overt or implicit bias from interfering with the hiring process. Noted Kayes (2016), “Those involved in the search and hiring process, especially search committees, need comprehensive training to identify implicit biases that stymie or lead to the rejection of culturally diverse and minority candidates for academic positions” (para. 4). To counteract bias, institutions could also break away from standard practice to include faculty from a pool of trained committee members as well as a few members from the department. Competency development for committee members, regardless of background or department affiliation, is key to retention and success of the program.

GYO Program Development — Competency Development

Individual professional development plans are needed for each participant in GYO programs and should be based on the skills and competencies needed to be a successful faculty member. As Lynch (2007) observed, “Most colleges have in place some mentoring of junior faculty to help them make tenure, but few have fully realized strategies for talent growth and development” (para. 5). One approach is to incorporate Ken Bain’s (2004) principles from his book *What the Best College Teachers Do*. Sinclair developed faculty training through the Center for Teaching and Learning based on Bain’s principles. In addition, the Ferris State Community College Leadership program uses Bain’s book in their Leadership for Teaching and Learning course to demonstrate best practices in teaching. Bain identified six areas that are associated with the “best” teachers:

1. Faculty are subject matter experts.
2. They treat their lectures, discussion sections, problem-based sessions, and other elements of teaching as serious intellectual endeavors and as intellectually demanding and important as their research and scholarship.

3. They avoid objectives that are arbitrarily tied to the course and favor those that embody the kind of thinking and acting expected for life.
4. They create a natural critical learning environment.
5. They believe students want to learn, and they assume, until proven otherwise, that they can.
6. They check their own efforts when they evaluate students and avoid judging them on arbitrary standards. (pp. 17-18)

In addition to embracing these principles, GYO programs should also provide funding for faculty to complete a master's degree at an accredited institution selected by the department chair to verify the quality of the content and application to the community college curriculum. GYO faculty should be exposed to award-winning faculty for observation and mentoring as well as trained on formative and summative assessments. Sinclair's administration and faculty senate, through a shared governance process, identified six competencies that align with Bain's (2004) concept of "best" in terms of college teachers. These six areas can be incorporated as part of the pedagogy for a faculty development program.

The Six Critical Performance Areas (CPAs) from the Sinclair Faculty Handbook (2019) are as follows:

1. Scholarship and Professional Growth: Scholarship indicates knowledge of subject matter and involvement in a professional discipline. Professional Growth is the commitment to remaining current in one's field and to enhancing skills that contribute to a quality work and learning environment. This corresponds with Bain's (2004) first point that faculty need to be subject matter experts. Additionally, a key concept for professional growth is developing leadership skills. Goleman's (2000) model of emotional intelligence incorporates the concept of the emotional quotient (EQ) as a key element to understanding the leadership response needed in any given situation. Emotional intelligence is the ability of a leader to understand their own emotions and others' while applying the knowledge to guide decisions.
2. Teaching/Learning Facilitation: This CPA includes any activity that fosters active learning so that students transform information into knowledge and apply communication and/or technical skills in appropriate contexts. This competency

aligns with Bain's (2004) second concept of using multiple approaches to create an "intellectual demanding" course as well as his fourth concept of creating a learning environment that embeds critical thinking.

3. **Assessment and Evaluation:** Assessment measures learning readiness, progress, and outcomes. Evaluation brings judgment to or places value on assessment information. These processes may occur in a variety of contexts, such as individual, group, program, department, and division. Bain's (2004) sixth principle whereby faculty evaluate both themselves and students highlights that the purpose of assessing and evaluating is to "help students learn, not just to rate and rank their efforts" (p. 151). Any program focused on assessment and evaluation should also include the implementation of the Community College Survey of Student Engagement (CCSSE). As McClenney and Arnsperger (2012) reasoned, "It is important for educators to wonder aloud whether *wanting* their students to succeed translates – from the student viewpoint—into *expecting* students to succeed" (p. 20).
4. **Student Development:** Faculty must find opportunities to develop students. Student development is any activity that results in a student's personal growth, whether in academic and career-oriented pursuits or in areas such as creative and critical thinking, social and leadership skills, attitude, self-esteem, motivation, cultural awareness, values, community, citizenship, and team building. Faculty focus on student development reflects Bain's (2004) third concept in which faculty should avoid arbitrary objectives and begin with the belief that students want to learn. Additionally, faculty need to be trained on Chickering and Reisser's (1993) Student Development Theory, which explains that the process students follow to develop their identity is a critical component for faculty to understand.
5. **Curriculum Design:** Curriculum design is an ongoing process, which may focus on individual classes or modules, on segments of a program, or on an entire course of study. Many GOO faculty are new to teaching, and as such, do not have much experience with curriculum design. Any professional development for GOO faculty on this topic would be beneficial and provide an advantage in terms of career development.
6. **Workplace and/or Community Service:** Workplace service reflects efforts to improve the quality of the work environment at Sinclair, while community service reflects efforts to improve the quality of life in the greater community—whether local, state, national, or international—in support of the college mission. GOO faculty do not always understand the implications of this competency and need additional explanation and examples to help them understand how to demonstrate this CPA. (pp. 22-26)

Sorcinelli and her colleagues (2006) conducted a study on faculty development in higher education to identify challenges for faculty and institutions and to identify ideas for faculty development. Their work focused on faculty development in the context of increasing student diversity. When considering the issue of faculty development, Sorcinelli (2007) later wrote, “Faculty developers in our study identified a constellation of issues that coalesced around three primary challenges and forces of change:

- The changing professoriate
- The changing nature of the student body
- The changing nature of teaching, learning, and scholarship” (para. 5).

The changing professoriate refers to the increasing roles faculty assume on campuses today.

“Faculty developers reported a number of ‘roadblocks’ to the professional success and well-being of new faculty,” explained Sorcinelli (2007): “getting oriented to the institution, excelling at teaching and research, navigating the tenure-track, developing professional networks, and creating work–life balance” (para. 9). The six CPAs at Sinclair are the benchmarks used to measure faculty competence and success, as faculty navigate the demands of the changing professoriate, dynamic students, and expectations of teaching excellence. Likewise, the changing nature of the student body highlights the fact that community and campus demographics continue to change, and as such, demands will be different for faculty. Sorcinelli asserted,

An emphasis on increasing diversity requires an expanded focus on how we can foster learning environments in which diversity becomes one of the resources that stimulates learning—and on how to support faculty with students who learn most effectively in different ways. (para. 12)

While the typical response to this opportunity is to create programs housed in student affairs, faculty are often better positioned to create a sense of belonging for students. In other words, faculty development that focuses on teaching and learning facilitation as well as student development is critical to meet the needs of a diverse student body. Sorcinelli explained,

For faculty members to be able to meet the learning needs of a diverse student body, they will need to stay abreast not only of new developments in their fields, but also of the characteristics of their students, the various strategies for teaching to multiple learning styles, and the possibilities for facilitating learning offered by technology. (para. 13)

Therefore, the changing nature of teaching, learning, and scholarship addresses the need for faculty to be nimble and student-centered. Sorcinelli acknowledged that “For many faculty members who are accustomed to lecturing while students listen, learner-centered teaching may require new and unfamiliar teaching skills and raise fears about lack of coverage of content or less control over assessment activities” (para. 20).

Finally, specific faculty development must include information on new pedagogies, such as the flipped classroom, competency-based education, and hybrid models as well as the use of augmented instruction, to keep pace with the various demands for innovative instruction.

Considerations for Program Development — Mentoring

Mentoring is a critical component that must be embedded or inescapable for the participants to guarantee that GYO participants are successful. Mentoring typically involves pairing a new faculty member with a senior faculty member in the same department or division charged with providing guidance and sharing the unwritten rules that exist within the campus culture. Beech et al. (2013) noted, “Unfortunately, many early-career faculty members, particularly those from underrepresented racial and ethnic minority (URM) groups, are often

unaware of the significance of mentoring or cannot find mentors committed to their career success” (p. 541). In cases where African American faculty seek mentors, much like African American students, they are left to search in vain for a mentor who looks like them. URM faculty face different challenges, and as such, have different mentoring and development needs. They are often paired with older White faculty who may be unaware of the cultural needs and potential issues. Unfortunately, mentor training is mostly uniformed if it exists at all. Thomas (2001) wrote, “Crucial is an appreciation that, because race and racism can pose significant obstacles for people of color, mentors of minorities may need to approach mentoring differently than they do with their white protégés” (p. 7). Additionally, minority faculty at Sinclair have provided feedback that they are often overwhelmed during the summer search committee season serving on various committees as the only minority representative. As a result, they do not have time to focus on their own scholarship and professional growth.

Beech et al. (2013) believed “Common barriers to implementing and sustaining mentoring programs included time-limited funding, few participants (which hampered program evaluation), significant time commitments required from faculty mentors, and difficulty in addressing several institutional challenges” (p. 541). In *The Truth About Mentoring Minorities. Race Matters*, Thomas (2001) provided suggestions for using mentoring to create an environment for minority success:

- Ensure that the pool of people being considered for promotions and key assignments reflects the diversity of the organization.
- Promote executive development workshops and seminars that address racial issues.
- Support in-house minority associations, including networking groups.

- Help colleagues manage their discomfort with race. In a meeting to decide whether someone of color should be promoted, for example, a person can help focus the discussion on the individual's actual performance while discounting racial issues disguised as legitimate concerns (such as vague criticisms that the managerial style of the minority candidate "doesn't fit in").
- Challenge implicit rules, such as those that assume that people who weren't fast movers early in their careers will never rise to the executive suites. (p. 10)

Challenges for GYO Program Development and Implementation

GYO programs must be aligned with the faculty performance process to develop the appropriate competencies as faculty prepare for promotion, merit awards, and tenure. The language used in written processes is critical, as educators use a lexicon that is foreign to most who have not had teaching experience or worked in education. One significant challenge is garnering support from the faculty ranks, as participation in this program often means a faculty member that is hired as a GYO cannot be the faculty member of record in a general education program until they have completed a master's degree. This requires a significant commitment from departmental faculty to carry an additional teaching load while mentoring the GYO faculty. While most faculty embrace the development opportunity, some believe that other contract or adjunct faculty should be hired instead of the GYO candidates. These faculty underestimate the importance of belonging and of reflecting the campus and community that the college serves. As such, leaders must be willing to address this criticism and show unwavering support for GYO programs in order to recognize the growth opportunities and achieve equity.

Retention in Higher Education

As institutions add more work-based learning initiatives to the curriculum for students, we should consider the same approach for our faculty. At a minimum, colleges should

- Ensure that all faculty and staff can take course or programs of study that develop them professionally whether the programs are for credit or not-for-credit.
- Follow corporations' lead and stop treating credit-bearing courses, if they are for professional development, as a taxable benefit but rather as professional development.
- Develop and implement 360-type evaluations for all employees, including faculty members.
- Work with their own executive education programs to develop customized programs to train staff and faculty on qualities like leadership.
- Develop comprehensive succession plans to develop leadership talent from within. (Lynch, 2007, para. 9)

Providing a broader range of competency and professional development opportunities for GYO faculty would create new and innovative ways for them to grow and belong. This would also help them overcome the gap in promotion and tenure achievement and ultimately improve engagement and retention of GYO faculty

Faculty retention is an issue that colleges must address when developing GYO programs. Diggs et al. (2009) noted that "It is difficult for [faculty of color] to contribute to institutional change as they face tokenism and isolationism which threaten their personal and collective identities" (p. 314). Additionally, faculty bullying has been demonstrated to have an impact on the promotion and tenure process for African-American faculty (Frazier, 2011). And, as Griffin et al. (2011) observed, "It is critical for academic leaders and institutional decision makers to be able to recognize the formation of external relationships, a focus on overachievement, and extreme commitment to service as forms of resistance to institutional and personal racism" (p. 522). Likewise, "Undervaluation of their research interests, approaches, and theoretical frameworks and challenges to their credentials and intellect in the classroom contribute to

their dissatisfaction with their professorial roles” (Turner et al., 2008, p. 143). In addition to professional slights, African American faculty are often faced with the challenge of being the only person of color on campus or in a department. For example, “Lack of campus student/faculty diversity and being the token person of color coupled with a perceived lack of departmental/institutional effort to recruit, hire, and retain faculty of color contribute negatively to the experience of faculty of color” (Turner et al., 2008, p. 144).

One of the fundamental challenges faced by administrators is dealing with a fear that the institution will be accused of reverse discrimination. In *Grutter v. Bollinger* (2003), the Supreme Court’s primary holding was,

The use of an applicant's race as one factor in an admissions policy of a public educational institution does not violate the Equal Protection Clause of the Fourteenth Amendment if the policy is narrowly tailored to the compelling interest of promoting a diverse student body, and if it uses a holistic process to evaluate each applicant, as opposed to a quota system. (para. 1)

The court cited the need to prepare students for an increasingly diverse global society as a cause in part of this decision. Although this case was specific to the usage of diversity in student admissions processes, many elements of the decisions lend support to the faculty diversity legal debate (Springer, 2006). Another challenge to GYO programs is allocating administrative and financial support to provide oversight and resources for the program. Financial support of GYO programs is one of the leading challenges for successful development and implementation (Hull & Keim, 2007). A successful strategy must include a sustainable budget for recruitment, salary, and professional development.

Considerations for GYO — Program Evaluation and Assessment

Emory University's administration followed the participants of their leadership program for three years and found that "A quarter of them have changed job titles; 16% have received promotions; and 5% have changes divisions" (Selingo, 2009, para. 13). Most notably, they maintained 100% retention of all participants three years after program implementation. Using Emory's program as a model, a GYO program should provide faculty participants an opportunity to evaluate the program and provide feedback upon completion as well as throughout various points in their career. This feedback can be analyzed to determine the efficacy of the training program as well as provide ideas for continuous improvement. McClenney and Arnsperger (2012) cautioned that if colleges do not collect this kind of information, there is a

risk of overlooking important training needs because of biases held by managers and because of the college's characteristics and culture; the lack of training needs assessments prior to the program's creation; and the tendency to make decisions based on convenience and ease rather than on the literature about curricular and pedagogical effectiveness (i.e., choosing presentations over mentoring and team projects). (p. 75)

The element that most distinguishes a GYO program from other leadership programs is the ability to customize the content and design to the culture and needs of the individual college as well as the ability to integrate the program into the college's existing operations. Program effectiveness should be measured by assessing the success rates for faculty in terms of promotion, tenure, merit awards, and retention rates. For example, Daley et al. (2011) found that

URM junior faculty (first-time assistant professors) who were followed longitudinally for 10 years after completing a structured faculty development program (NCLAM), successfully advanced in their careers in academic medicine and 11 of 12 remained at the University of California, San Diego. (p. 821)

Transparency in terms of publishing assessment results like this is key for continued support of a GYO program. Ultimately, the most important measure of success is the impact on student success rates. Integrated Postsecondary Education Data System (IPEDS) rates as well as institutional data can be reviewed to determine the disaggregated impact on African American student success.

SUMMARY

Evidence exists that small changes can have an impact on closing the equity gap for African American faculty and subsequently African American students. Leaders must be willing to change the status quo and embrace creative programs, such as the GOO program at Sinclair. The Sinclair GOO is an innovative real-world example of reducing the equity gap and moving beyond compositional diversity to achieving the goal of equity. This literature review identified the required elements to develop a successful program. Those elements include, “access and support of senior faculty mentors, peer networking, professional skill development, and knowledge of institutional culture” (Daley et al., 2011, p. 816). At Sinclair, three major benefits can be realized by improving the understanding and application of the six faculty competencies: (1) increased retention of GOO faculty, (2) enhanced ability to recruit additional African American faculty, and (3) improved experiences for faculty participating in the GOO program by creating a stronger sense of belonging.

CHAPTER 3: PROGRAM AND PARTICIPANT OUTCOMES

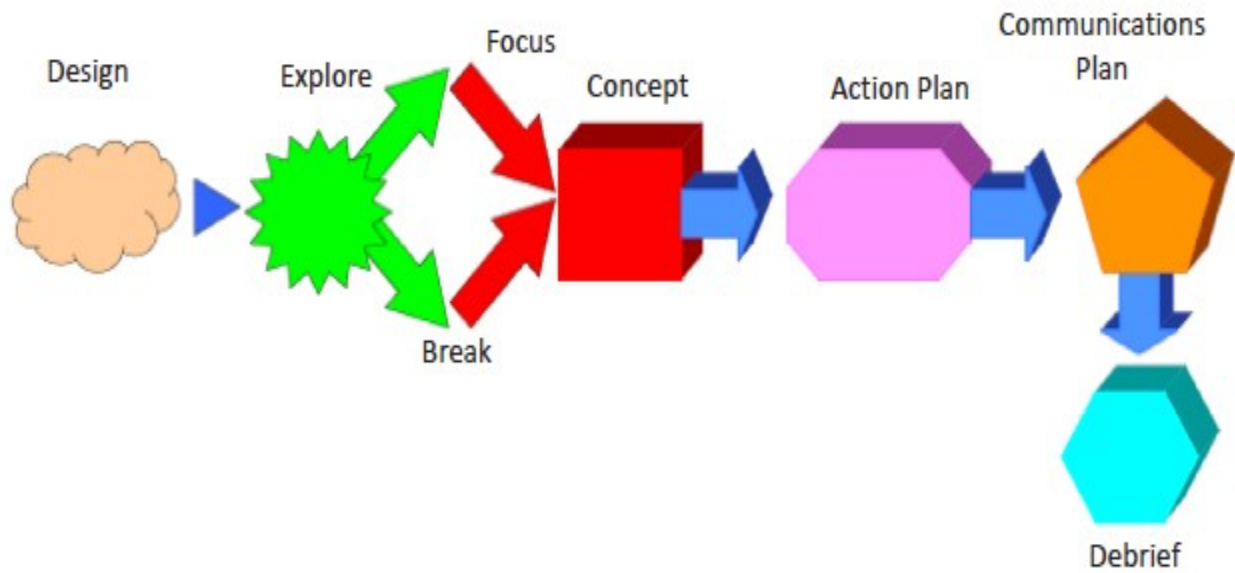
INTRODUCTION

The purpose of this study is to present a model for a faculty development program for GYO/GOO faculty. Faculty development programs are commonplace in higher education, yet no institution has designed a specific model for minority faculty. The researcher is aware that at Sinclair, the information that has been provided to GOO faculty for CPA development has been limited and created with the expectation that faculty have some experience teaching before they are hired full time. It is often assumed that GOO faculty understand the terms used during the FYFE. However, few GOO faculty have prior experience teaching in higher education. This often creates a barrier for Sinclair's GOO faculty, as they have reported feelings of isolation and doubt. In addition, chairs and mentors are not well prepared to develop faculty with little experience in higher education. GOO faculty members need a development program that includes institutional knowledge, leadership development, and development of teaching skills. This chapter will use Compression Planning as the framework for thematic analysis to cultivate a development program that is designed specifically for GOO faculty during their first year of the program.

COMPRESSION PLANNING OVERVIEW

McNellis (2009a) explained, “The Compression Planning System helps groups work together creatively to get more done in a shorter time than they ever thought possible” (p. 4). Compression Planning is a trademarked system created by McNellis (2009a) where a facilitator guides participants through a focus group discussion process to identify themes and categories that can be converted into action plans. This approach “is a visual group process designed to bring out a group’s best thinking and energy to resolve a complex issue in an environment of fair play and equal participation led by a skilled facilitator” (McNellis, 2009a, p. 3). Sinclair has used this approach to facilitate focus group sessions for more than 20 years. Facilitators can be certified by completing training offered by the Compression Planning Institute from McNellis & Associates. During the facilitator training, participants are taught how to plan, organize, and facilitate Compression Planning sessions. “Compression Planning gets everybody heading in the same direction,” explained McNellis (2009a), “and compresses the planning time for major projects to enable your organization to achieve the results you need” (p. 3). Compression Planning also serves as an efficient mechanism to facilitate focus groups because the creativity of the sessions provides a safe space for all to contribute while the structure keeps the conversation moving and allows the group to identify the most important concepts in less time than traditional focus group sessions. The Compression Planning System can be visualized using the master planning model shown in Figure 2.

Figure 2: Compression Planning System – Master Planning Model



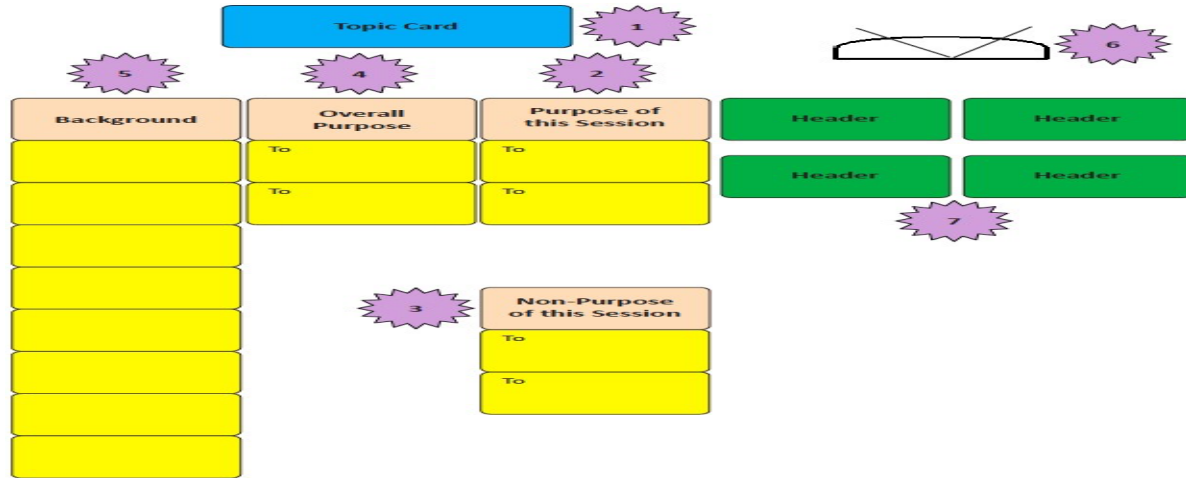
Source: McNellis, 2009b, p. 87

In this planning process, “ideas and other information are recorded on large colored notecards that groups pin to four-foot-square storyboards” (McNellis, 2009a, p. 4). The facilitator begins the process with a design in mind that they have already developed and placed on blue header cards. Facilitators are trained to initiate each session with an orientation to the Compression Planning process including an explanation of the overall project purpose, the specific purpose of the session, the non-purpose, and the background (McNellis, 2009a, pp. 45-51). The overall project purpose should make the intended outcomes clear to participants. The specific purpose statement sets the context for the precise conversation and explains the expected accomplishments from the session. The non-purpose, explained McNellis (2009a), is “What we are not trying to accomplish during this project” (p. 47). The non-purpose statement is often used to keep people from getting off track and wasting valuable focus group time by monopolizing the conversation or judging others’ statements. Finally, the facilitator

uses a background card to highlight the pertinent details to ensure participants understand how they have arrived at this session and what led to the need for Compression Planning. As the facilitator guides participants through the session, he or she explains the process and asks for volunteers to keep time and serve as scribes to capture all comments on yellow note cards. The facilitator sets the permission meter, which establishes how creative the group can be in their responses related to the purpose. The facilitator determines this meter in advance on a case-by-case basis, depending on the session, the purpose, and the overall authority of the group. Next, in the case where the facilitator has already designed the header or focused topic cards, he or she introduces them to participants and begins the timed focus group discussion. The facilitator starts the discussion by asking research questions pertinent to the purpose. After the allotted time for discussion has expired, the facilitator provides a proportional number of dots or stickers for participants to mark the comments they identify as the most important or impactful as they relate to the overall purpose. Typically, the facilitator provides one dot for every five yellow cards; however, this number is up to the facilitator to help the participants narrow the scope to achieve actionable concepts. This process continues until all header cards are discussed. Any comments that are captured on a yellow card that do not clearly relate to a header card are placed in the “parking lot,” a place to store ideas and comments that do not relate to the purpose at hand. In this way, a concept or comment is not lost and can be reviewed at the end of the session or captured in the executive summary and data analysis. The facilitator determines ahead of time if he or she will end the session at this point and use the information gathered to build the action plan or if the group should be involved in creating the

action plan. Figure 3 displays the model for the standard Compression Planning session storyboard layout.

Figure 3: Standard Compression Planning Model – Data Collections Method



Source: McNellis, 2009b, p. 125

SAMPLE SELECTION

The researcher used a non-experimental design via a non-probability purposive expert sampling where an already known list of participants were invited to attend focus group sessions. All current and past members of the GOO program along with chairs and deans who have supervised GOO faculty were invited to the Compression Planning sessions. The starting sample size was 125 individuals. For the first planning session, 20 people attended the session held with faculty participants. During the second Compression Planning session, 11 attended, including supervisors (chairs and deans) of GOO faculty.

Using Compression Planning as the mechanism to facilitate the focus group sessions, the facilitator examined the six key CPAs related to faculty performance. These research questions/topics were the focus of the research; in other words, the variables being examined.

The purpose of the GOO program is to develop/increase faculty ability to understand and demonstrate the six CPAs from the Sinclair Faculty Handbook (2019):

- Scholarship and Professional Growth
- Teaching and Learning/Facilitation
- Student Development
- Assessment
- Curriculum Development
- Workplace and Community Service

DATA COLLECTION METHODS

Table 1 displays the model used for the Compression Planning sessions with GOO faculty and GOO supervisors. All six of the CPAs were listed on an individual header card to allow for discussion of each specific area and the impact on GOO faculty.

Table 1. *The Model Used for the GOO Compression Planning Session with GOO Faculty and GOO Supervisors*

OVERALL PURPOSE	PURPOSE OF THIS SESSION	NON-PURPOSE	BACKGROUND	HEADER CARD	HEADER CARD	HEADER CARD	HEADER CARD	HEADER CARD	HEADER CARD	PARKING LOT
				CPA 1	CPA 2	CPA 3	CPA 4	CPA 5	CPA 6	

The complete detailed agenda including the timeline used by the facilitator/researcher is shown in Appendix A. A summary agenda for the sessions is listed below:

OVERALL PROJECT PURPOSE: To identify opportunities to improve faculty development for GOO faculty

BACKGROUND: Provided by Jennifer Kostic

PURPOSES OF THIS SESSION:

1. To identify the specific improvements necessary for each critical performance area to better prepare faculty for promotion, tenure, and merit and to improve retention
2. To translate those ideas into specific tasks for the researcher to develop a training plan

NON-PURPOSES OF THIS SESSION:

1. To discuss what has not worked in the past
2. To discuss what we think will not work now
3. To make long comments
4. To tell war stories
5. To use electronic devices
6. To have side conversations

The researcher/facilitator began the session by introducing herself and then having participants introduce themselves. She continued the orientation phase by explaining that the overall project purpose was to create a GOO-focused development plan. The specific purpose of each of the sessions was to identify precise elements that could be implemented in a GOO development plan to support increased understanding and demonstration of faculty competencies. The non-purpose was to remind the group to refrain from long speeches, stories about what has not worked, or individualized complaints. The intent was to keep participants focused on how the program could be improved for future participants. Finally, the researcher/facilitator used the background card to highlight the history of the GOO program along with her observations from the position of a GOO committee member, human resources manager, and associate provost regarding the need for improved structure and development of the GOO program. The researcher/facilitator set the permission meter to “highly creative” so that all comments would be captured and not debated, as no answer would be considered wrong. Participants were advised to assume that there were no limitations in terms of

resources as they answered the research questions regarding how the development for each CPA could be improved. The header cards were designed to align with the six CPAs that are considered the faculty competencies and used to measure faculty performance. Each CPA was listed as a header on a blue card during the Compression Planning session. Participants were given 15 minutes to discuss each of the six CPAs. Group discussion generated responses to the research questions, and all responses were captured anonymously on a yellow card. After the discussion time expired, each participant was given three dots per CPA to highlight the cards that they found most important or impactful to the overall purpose. Participants were instructed to use only one dot per card and not to place a dot between cards. Compression Planning facilitators have coined this “dot etiquette” or “dot economy.” This process continued for all six header cards or topics. The dots for each header card or CPA were tallied by the researcher/facilitator at the end of the session and used in the thematic analysis to identify the top ideas for the GOO development program. All of the comments that were captured on a yellow card that did not relate to a blue header card were placed in the “parking lot” and captured in the executive summary and data analysis. The parking lot was designated as a separate section and was introduced to the participants at the beginning as a place to store ideas and comments that did not fall under any of the six CPAs. This is where outlier comments viewed as critical to the faculty development plan were recorded for future application in the development program. The researcher/facilitator determined ahead of time that the data analysis from the two sessions would be used to create the action plan regarding improving GOO faculty development.

DATA ANALYSIS

Thematic analysis was applied to the data collected from the Compression Planning sessions. The researcher summarized all comments and identified the ranking of responses from the participants by counting the dots used in the sessions to signify the top ideas. The ideas that were most highly ranked from each session were included in the GOO training and development plan. The researcher also looked for concepts and suggestions that were repeated in both sessions. All ideas were included in the executive summary that covered both Compression Planning sessions, as they could be used for ancillary training and development opportunities for GOO faculty. The researcher also considered outliers that were identified as potential development opportunities for GOO faculty that did not fit within the six CPAs.

Descriptive statistics were incorporated into the study and the executive summary via an analysis of the demographic data for the faculty involved in the GOO program in order to develop a better understanding of the population. Inferential statistics were applied to compression planning results as the researcher analyzed the relationships of behaviors and competencies for the faculty development program.

TRUSTWORTHINESS

The research's validity and reliability were verified by crosschecking data between the two different focus groups. Focus group 1 included current and previous GOO faculty. Focus group 2 included current and former GOO faculty supervisors. By conducting two focus groups with a varied sample of participants with different perspectives, themes were identified as well as outliers that served as the foundation for the faculty development program for GOO faculty. The researcher defined the terms being used for focus group questions to ensure that

participants and stakeholders understood the competencies of the six critical performance areas that were used as outcomes for the faculty development program. Construct validity was achieved by demonstrating that the Compression Planning sessions and data analysis measured the training needs to increase understanding and awareness of the six CPAs for GOO faculty.

LIMITATIONS AND BIAS

The researcher has served on the GOO selection committee for 15 years and has strong opinions about the improvements that are needed for future faculty who enter the program. She is aware that the information that has been provided to GOO faculty relating to CPAs has been limited and created from a position of privilege or expectation. At Sinclair, it is assumed that the GOO faculty understand the terms used in the FYFE program. However, few GOO faculty have prior experience in higher education or any educational environment. This is often a barrier for GOO faculty as they experience feelings of isolation and self-doubt. In addition, chairs and mentors are not well prepared to develop faculty with little experience in education. The researcher has witnessed GOO faculty struggle and understands there is a distinct opportunity to improve the development of GOO faculty. As a result, the goal or purpose of this GOO faculty development plan is to improve faculty development thereby improving retention and recruitment to accomplish Sinclair's strategic goal of equity.

SUMMARY

The goal or purpose of the Compression Planning sessions was to identify themes related to the CPAs where improvements are needed for GOO faculty development. The intended outcome is to improve GOO faculty understanding of the CPAs on which they will be

assessed and provide resources and training for them to understand how to demonstrate the competencies. Ultimately, the goal is to improve retention to accomplish a more equitable faculty representation. Three major benefits can be realized by improving the understanding and application of the six faculty competencies: (1) increased retention of GOO faculty, (2) enhanced ability to recruit additional African American faculty, and (3) improved experiences for faculty participating in the GOO program by creating a stronger sense of belonging.

CHAPTER 4: DEFINING OUTCOMES

INTRODUCTION

This chapter will discuss the outcomes of the study using Compression Planning. The results from the study highlight the need for additional training and for transparency throughout the GOO program. Participants in the study were eager to share their viewpoints as they felt the program was valuable but that it lost some credibility and appeal due to a lack of transparency and the fact that the program had little to no structure beyond a one-page description in the Faculty Handbook. Both GOO faculty and supervisors were critical regarding the lack of structure and communication associated with the program. During the session with the GOO faculty, it was apparent that there was a growing rift between the senior GOO faculty and the junior GOO faculty. The senior faculty expressed gratitude for the opportunity to participate but felt the junior GOO faculty were too entitled and demanding. They also felt the junior faculty had not earned the right to criticize the program. One of the more surprising events was the acknowledgement during the faculty session that the GOO faculty did not all know one another. Additionally, one GOO faculty member stated to another that they did not realize that person was a GOO faculty member. In light of these and other issues, the Compression Planning process provided a framework for the design of a GOO faculty development program. The development plan included training on all six of the Critical

Performance Areas (CPAs). In addition, as a response to the feedback received during the session, the developmental training as well as mentoring, recruiting, and program logistics information for faculty and supervisors was placed in one central location accessible through a learning management system.

PROGRAM OUTCOMES

Per the Faculty Performance Review (FPR), faculty must achieve a rating of “meets expectations” for each critical performance area (CPAs) as required by their rank. Sinclair has four faculty ranks, and each rank requires completion of a specific number of CPAs each year as follows:

- Instructor
 - CPA 1 - Scholarship and Professional Growth
 - CPA 2 - Teaching and Learning Facilitation
 - CPA 3 - Assessment and Evaluation
- Assistant
 - CPA 1 - Scholarship and Professional Growth
 - CPA 2 - Teaching and Learning Facilitation
 - CPA 3 - Assessment and Evaluation
 - CPA 4 - Student Development
- Associate
 - CPA 1 - Scholarship and Professional Growth
 - CPA 2 - Teaching and Learning Facilitation
 - CPA 3 - Assessment and Evaluation

- CPA 4 - Student Development
- CPA 5 - Curriculum Design or CPA 6 Workplace and Community Service
- Professor
 - CPA 1 - Scholarship and Professional Growth
 - CPA 2 - Teaching and Learning Facilitation
 - CPA 3 - Assessment and Evaluation
 - CPA 4 - Student Development
 - CPA 5 - Curriculum Design
 - CPA 6 - Workplace and Community Service

Most faculty are advised to work on all CPAs from the beginning of their career regardless of their rank. This is particularly true for GOO faculty who may need to focus on CPAs 1, 4, and 6 while they are developing their skills and competence in CPAs 2, 3, and 5. For each outcome, faculty members must complete expected activities or work with their department chairperson or division dean to get other activities approved.

Outcome #1 Scholarship and Professional Growth

CPA 1, Scholarship and Professional Growth, is focused on expanding discipline specific knowledge as well as contributing to a positive working and learning environment. Faculty should demonstrate activities including but not limited to the following:

1. Remain current in knowledge of subject matter and involvement in a discipline.
2. Maintain applicable certification or licensure as required by the academic department.
3. Participate in Faculty Learning Day.

4. Participate in department/division-required in-service or continuing education offerings.
5. Demonstrate professional work habits by following guidelines for office hours, course syllabi, grade reporting, advising, and related policies as they appear in the Faculty Handbook.
6. Demonstrate professional conduct by cooperating with co-workers, department chair, and academic division dean with regard to routine requests for information related to courses and labs, registration activities, advising, department or division initiatives, department reviews, performance reviews, mentoring part-time faculty, participation on committees/task forces, etc.
7. Demonstrate effective communication, problem-solving, and creative thinking skills in support of the mission of the college as a reflection of professional behavior.
8. Perform duties, as appropriate, with administrative responsibilities, such as chair or project coordinator for special projects, as noted in the Faculty Handbook or stipulated by special project guidelines.
9. Establish an ongoing short- and long-term individual development plan for professional growth/continuous improvement by maintaining Continuous Improvement Targets in a faculty or faculty/administrative role. (Sinclair Community College Faculty Handbook, 2019, pp. 22-23)

Faculty members may also list any activity they feel relates to the CPA. To have the potential to earn a rating of “exceeds expectations” for CPA 1, the faculty member must document at least three additional activities.

Top ideas for improving faculty development in this CPA for GOO faculty who participated in the Compression Planning focus groups included the following:

1. Department chairs should provide guidance regarding what training from the Center for Teaching and Learning (CTL) should be completed so that GOO faculty would understand what was available and what they should complete.
2. It is critical for GOO faculty to be paired with tenured and non-tenured faculty in the GOO program and outside the program.
3. Sinclair should do a better job of providing academic support to faculty if they struggled to complete their master’s coursework. It was recommended that GOO mentors and chairs recommend faculty who are subject matter experts that could

serve as tutors. The researcher served as a mentor for a GOO faculty member years ago when the instructor was struggling to complete a course and helped her study for a comprehensive final. This action led to the successful completion of the course, and the GOO faculty member completed her master's degree on time as well as the GOO program within the required three years.

4. An FPR guide should be provided to chairs and faculty participating in the GOO program.

Top ideas for improving faculty development in CPA 1 from chairs and deans who participated in the Compression Planning focus groups included the following:

GOO faculty should shadow mentors at professional conferences to build an understanding of scholarship beyond completing the master's degree.

A list of required CTL courses should be developed.

Guidelines need to be established for faculty mentors to help them support faculty as they select courses for their master's program.

GOO faculty should be required to present internally during their first year through the CTL as denoted by a Continuous Improvement Target (CIT) on the FPR. CITs are identified by the faculty member in concert with their department chair. They can focus on one or multiple CPAs and should be written using the SMMART criteria (specific, meaningful, measurable, achievable, realistic, and timely).

Both groups identified the need for more formalized structure for GOO faculty, chairs, and mentors. This could be accomplished by updating and sharing the existing three-year GOO Growth Plan that was developed in 2015 but has not been widely shared or understood. During the Compression Planning sessions, the Growth Plan was referenced, and it was immediately clear that only one of the participants was aware of the plan, and he was the faculty member who created it in 2015. The Growth Plan should serve as a map for how GOO faculty are integrated into the department and college starting with observations during their first year for most GOO faculty and evolving to greater teaching and college responsibilities in the second and third years of the program. For those GOO faculty with extensive teaching experience

outside of higher education, the department chair can determine the appropriate teaching assignments. Due to changes in accreditation requirements of the Higher Learning Commission, Sinclair’s accrediting agency, the growth plan needs to be revised to show that a faculty member teaching in a general education program (i.e., mathematics, history, or communication) could not serve as the instructor of record until they earned a master’s degree. This revised plan will provide the much-needed structure that both GOO faculty and supervisors require to be successful in demonstration and evaluation of the six CPAs.

Outcome #2 Teaching and Learning Facilitation

CPA 2, Teaching and Learning Facilitation, is the most critical CPA for all faculty. Faculty members cannot earn an overall “exceeds” on the FPR without earning an “exceeds” for CPA 2, as teaching and learning is considered the most critical faculty competency. Additionally, an unsatisfactory rating for CPA 2 results in an unsatisfactory overall rating on the FPR. This triggers a Faculty Improvement Plan to remediate deficiencies in the competency. To be rated “meets expectations” for CPA 2, faculty should demonstrate activities including but not limited to the following:

1. Use multiple learning resources and environments (e.g., print, audiovisual, electronic, classroom, laboratory, and distance) to accommodate a variety of learning styles and to reflect sound pedagogy based on research findings in adult learning and related fields.
2. Use multiple approaches (e.g., lecture, demonstration, small and large group discussion, cooperative and collaborative learning, independent study, authentic and situation-specific learning, and team teaching) to promote active learning both in the traditional classroom and via non-traditional or distance delivery systems.
3. Adapt principles of continuous quality improvement in appropriate learning activities to provide students a framework for objective evaluation and continuous

improvement as learners or workers (e.g., quality tools (charts, diagrams, etc.), teamwork, customer focus, and benchmarking).

4. Adapt principles of Process Education to enhance the learning environment and create effective learners.
5. Prepare diverse learners to transfer knowledge and skills from one context to another (e.g., school to work, subject to subject, and school to home).
6. Assist students in developing academic, technical, career, and communication skills, and, as appropriate, in establishing their educational goals.
7. Illustrate knowledge of effective teaching/learning facilitation by serving as a mentor to faculty and promoting faculty behavior that enhances student learning.
8. Benchmark teaching/learning facilitation strategies against best practices both within the college and beyond (e.g., at other schools, in business and industry, and in non-profit organizations). (Sinclair Community College Faculty Handbook, 2019, pp. 22-23)

Top ideas for improving faculty development in this CPA for GOO faculty who participated in the Compression Planning focus groups were as follows:

1. GOO faculty should participate in team teaching to build their experience levels as well as expand the breadth and depth of their resources.
2. GOO faculty should observe all professors at the institution in their discipline.
3. Clear expectations need to be provided from the department chair in terms of classroom management, pedagogy, and course delivery.

Top ideas for improving faculty development in this CPA from the chairs and deans who participated in the Compression Planning focus groups were as follows:

1. Faculty must participate in multiple observations and also serve as a peer reviewer.
2. The chair must conduct scheduled formal check-ins in the form of classroom observations.
3. Exit interviews must be conducted at the end of the three-year program to identify gaps in development that are still needed by the faculty member.

All participants valued observations and again called for a more specific definition and structure to support the GOO program. Providing more detail in the Growth Plan as well as expanding the knowledge and understanding from Bain's (2004) principles will serve as the foundation for explaining what is expected of GOO faculty in terms of CPA 2. Bain's (2004) six principles are incorporated in the FYFE as well as a faculty "book read" to highlight their importance and how faculty can support CPA 2, Teaching and Learning Facilitation. Bain's (2004) principles for the "best college teachers" are as follows:

1. Without exception, outstanding teachers know their subjects extremely well.
2. Exceptional teachers treat their lectures, discussion sections, problem-based sessions, and other elements of teaching as serious intellectual endeavors and as intellectually demanding and important as their research and scholarship.
3. They avoid objectives that are arbitrarily tied to the course and favor those that embody the kind of thinking and acting expected for life.
4. They create a natural critical learning environment.
5. They believe students want to learn, and they assume, until proven otherwise, that they can.
6. They check their own efforts when they evaluate students, and they avoid judging them on arbitrary standards. (pp. 17-18)

Outcome #3 Assessment and Evaluation

CPA 3, Assessment and Evaluation, measures learning readiness, progress, and outcomes. To be rated "meets expectations" in this CPA, faculty should demonstrate activities including but not limited to the following:

1. Use diagnostic tools to assess learner readiness.
2. Assess/evaluate diverse learners in a variety of ways (e.g., through different types of tests, demonstrations/presentations, simulations, portfolios, and projects).

3. Engage in formative and summative assessment activities by applying appropriate classroom assessment techniques (as defined in the work of Tom Angelo and Patricia Cross, among others).
4. Assist learners in developing the ability to assess/evaluate their peers and their own performance objectively as a way to promote continuous improvement.
5. Evaluate instructional materials on an ongoing basis.
6. Assist in the evaluation of department, division, or college-wide programs and processes.
7. Provide for ongoing review of teaching/learning facilitation effectiveness by initiating student, peer, administrative, and self-assessment/evaluation.
8. Demonstrate assessment and evaluation skills as a faculty administrator by using formative and summative assessment, by using appropriate tools or techniques in evaluating faculty and staff, and by communicating assessment and evaluation information.
9. Benchmark assessment and evaluation strategies against best practices both within the college and beyond (e.g., at other schools, in business and industry, and in non-profit organizations). (Sinclair Community College Faculty Handbook, 2019, pp. 24-25)

Top ideas for improving faculty development in this CPA from GOO faculty who participated in the Compression Planning focus groups were as follows:

1. Standard examples need to be created and provided to GOO faculty to explain the difference between formative and summative assessments.
2. Clear examples need to be provided regarding assessment and evaluation.
3. Templates should be created for faculty to assist them in implementation in the classroom or the curriculum.
4. Faculty should complete the CTL curriculum and assessment track.
5. Faculty should have their classes peer reviewed and volunteer to be a peer reviewer.

Top ideas for improving faculty development in this CPA from chairs and deans who participated in the Compression Planning focus groups were as follows:

1. Require GOO faculty to complete the curriculum and assessment track through the CTL.
2. Provide training for faculty on grade norming, time management, and rubric development and use.

The faculty and supervisors were in clear agreement that the CTL curriculum and assessment training is critical for GOO faculty and would be a valuable experience. However, many GOO faculty did not take advantage of the training because both chairs and faculty did not realize they could count it as part of their load while working on their master's degree. The reoccurring concern about the lack of a clear definition, structure, and appropriate parameters for the program was evident by this point in the focus group discussion from both GOO faculty and supervisors. It was also clear that training was not always effective. For example, it was noted that the FYFE and the Faculty Performance Review both referenced formative and summative assessment activities and included reading assignments from *Classroom Assessment Techniques* by Thomas Angelo and Patricia Cross. However, GOO faculty participants ardently stated that the concepts and expectations were not clear to them from the college or their departments, and they needed specific departmental examples to help them understand how to demonstrate CPA 3 for assessment and evaluation. It was also discussed that Sinclair needed to provide training and examples to codify the difference between evaluation and assessment.

Outcome #4 Student Development

CPA 4, Student Development, involves any activity that results in a student's personal growth. To be rated "meets expectations" in this CPA, faculty should demonstrate activities including but not limited to the following:

1. Provide opportunities for students to become more reflective and develop critical and creative thinking strategies to problem-solve at school, home, work, in the community, etc.
2. Promote activities, whether in the classroom, on the campus, or in the greater community, that will expose students to cultural diversity and expand their awareness of the global community.
3. Promote activities, whether in the classroom, on the campus, or in the greater community, that encourage students to develop and enhance their social and leadership skills.
4. Create learning opportunities that highlight the importance of attitude, values, motivation, time management, and self-esteem as they relate to school, home, career, community, etc.
5. Design and/or promote activities that contribute to the development of the whole person and activities that explore links between and among the intellectual, the physical, the humanistic, and/or the artistic realms of experience.
6. Provide leadership to faculty by encouraging participation in student development activities or by taking an active role in such activities.
7. Benchmark student development activities and outcomes against best practices both within the college and beyond (e.g., at other schools, in business and industry, and in non-profit organizations). (Sinclair Community College Faculty Handbook, 2019, p. 25)

Top ideas for improving faculty development in this CPA from the GOO faculty who participated in the Compression Planning focus groups were as follows:

1. Provide training on student development using Chickering and Reisser's (1993) model.
2. Encourage GOO faculty to support existing student-based programs such as the Urban African American Mentor Program (UAAMP) and the Louis Stokes Alliances for Minority Participation (LSAMP). UAAMP was created to support students by building relationships with mentor teams to help students achieve academic and personal goals. The overall goal of the LSAMP program is to diversify the nation's science, technology, engineering, and mathematics workforce by increasing the number of STEM degrees awarded to underrepresented populations.
3. Foster a sense of inclusion to support activities such as taking students to a Sinclair Talks or Diversity Series offering. Sinclair Talks is a presentation series that focuses

on professional and personal development for faculty, staff, and students. The Diversity Series is a program that includes a wide variety of events representing differences and similarities including but not limited to race, ethnicity, gender, sexual orientation/gender identity/expression, socio-economic status, age, disabilities, religious beliefs, political beliefs, cultural perspectives, other ideologies, veteran status, and country of origin.

4. Provide clear examples of student development.
5. Educate GOO faculty on the campus resources available to students.

Top ideas for improving faculty development in this CPA from the chairs and deans who participated in the Compression Planning focus groups were as follows:

1. Encourage GOO faculty to engage students by connecting them to campus-wide forums such as Sinclair Talks, Diversity Series, and Provost Office Supports Student Engagement (POSSE) events. POSSE events are student events that are highlighted and posted on social media in order to encourage faculty and staff to interact and support students engaging in the process of student development
2. Teach faculty how to build assignments that are student development centered.
3. Help GOO faculty understand appropriate boundaries with students, other faculty, and politically in terms of the culture of Sinclair.

Participants who had degrees in education referred to Chickering and Reisser's (1993) work on student development theories. Only two faculty participants were familiar with this work. All were interested in receiving training to build their knowledge of student development principles. In fact, one of the top ideas that emerged after voting was that faculty need to be trained on Chickering and Reisser's (1993) Student Development Theory, which explains the process students follow to develop their identity. In addition, faculty shared a concern that they did not have the authority to incorporate student development activities outside of the curriculum. Conversely, chairs and deans saw a need to communicate better to faculty the various opportunities in and out of the classroom that can be leveraged to foster and support student development.

Outcome #5 Curriculum Design

CPA 5, Curriculum Design, is focused on a faculty member's contributions to the design of any part of an individual class, modules, segments of a program, or an entire course of study.

In order to be rated "meets expectations" in this CPA, faculty should demonstrate activities including but not limited to the following:

1. Review curriculum on a regular basis and follow through on necessary revisions or recommendations, which could include deleting or adding content, creating a distance education option, modularizing specific course components, revising laboratory requirements, blocking courses around themes, or further enhancing existing courses.
2. Develop new programs, courses, and modules to meet the changing needs of specific constituencies, such as learners (degree- or certificate-seeking, transfer, undecided, etc.); business, industry, and the military; the arts, education, and social service communities; and the global community.
3. Use appropriate assessment/evaluation tools and processes to monitor curriculum standards.
4. Integrate General Education in courses or modules (and on syllabi) to promote quality thinking and communication (writing, speaking, listening) among other areas of emphasis (e.g., values, citizenship, and creativity).
5. Use a team approach where appropriate to modularize curriculum or establish connections between or among courses and disciplines.
6. Create appropriate learning resources (e.g., print, audiovisual, and electronic) to accommodate a variety of learning styles and a diverse learner population, and to reflect research findings in adult learning and related fields.
7. Demonstrate a clear understanding of subject matter and its interrelationship with other curricula and with appropriate career/vocational areas.
8. Convey an understanding of curriculum design by serving as a mentor to faculty who are engaged in the curriculum development and design process.
9. Benchmark curriculum design activities and outcomes against best practices both within the college and beyond (e.g., at other schools, in business and industry, in non-profit organizations). (Sinclair Community College Faculty Handbook, 2019, p. 26)

Top ideas for improving faculty development in this CPA from faculty who participated in the Compression Planning focus groups were as follows:

1. Encourage GOO faculty to become course coordinators.
2. Address the monopoly of course coordinators.
3. Provide training on the program review process to include giving an update on where the department is in the five-year process.
4. Provide training on the Sinclair curriculum design process.
5. Provide CTL training on how to develop courses.

Top ideas for improving faculty development in this CPA from chairs and deans who participated in the Compression Planning focus groups were as follows:

1. Have GOO faculty evaluate the curriculum from an equity lens.
2. Complete the curriculum and assessment track through the CTL.
3. Get involved early with online course development.

Both groups reinforced the idea of getting involved earlier with curriculum development. Empowering faculty to complete the curriculum and assessment track as well as encouraging them to participate on teams redesigning all modalities of courses is critical to building competency. Both groups also called out the need for better communication as it relates to this process. Faculty shared feelings of inadequacy or lack of preparedness related to curriculum design. Supervisors echoed the faculty comments that the chairs could more clearly define the roles that junior faculty could play in curriculum design. They noted that GOO faculty could begin with smaller roles, such as redesigning a particular assessment or portion of a course or participate on a curriculum team. Likewise, both groups highlighted the importance

of participating earlier in curriculum development for GOO faculty. This is another case where GOO faculty asked for a list of examples of where they could contribute.

Outcome #6 Workplace and/or Community Service

CPA 6, Workplace and/or Community Service, is focused on improving the quality of the work environment at Sinclair and/or the quality of life in the community served it serves. The overarching goal is to support the mission of the college and uphold the mantra of Sinclair's founder David A. Sinclair, "To find the need and endeavor to meet it." In order to be rated "meets expectations" in this CPA, faculty should demonstrate activities including but not limited to the following:

1. Serve on college committees/teams/task forces.
2. Serve as a leader/facilitator on college committees/teams/task forces.
3. Participate in institutional governance by attending Faculty Assembly meetings, serving on the Faculty Senate, and providing input on issues under discussion.
4. Provide professional services at Sinclair and at the local, regional, national, or international level.
5. Contribute to efficiency and productivity by assisting in streamlining administrative and governance processes, where appropriate, and identifying cost reduction actions at the college.
6. Seek opportunities for funding in support of the college.
7. Build partnerships and alliances with local, regional, national, and international institutions, industries, and organizations.
8. Promote community understanding and good will through appropriate technical, consulting, and volunteer services at the local, regional, national, and international level.
9. Collaborate with other faculty and, where appropriate, administration, staff, and students to monitor quality in the workplace and assist in implementing recommendations for improvement.

10. Benchmark quality in the workplace and community service efforts against best practices both within the college and beyond (e.g., at other schools, in business and industry, and in non-profit organizations). (Sinclair Community College Faculty Handbook, 2019, pp. 26-27)

Top ideas for improving faculty development in this CPA from faculty who participated in the Compression Planning focus groups were as follows:

1. Provide department-specific examples to build faculty understanding of appropriate activities for this CPA.
2. Communicate the importance of being involved in the Dayton community, where the majority of underrepresented and underserved students reside.

Top ideas for improving faculty development in this CPA from chairs and deans who participated in the Compression Planning focus groups were as follows:

1. Increase GOO faculty involvement in shared governance by encouraging them to participate in college-wide committees.
2. Increase GOO faculty awareness of student processes by requiring faculty to participate in recruitment events.

The chairs and deans provided examples that should be included in the development plan to provide the structure needed for faculty to understand what they can do to demonstrate CPA 6 as well as parameters to support chairs in their role as mentors and leaders. Examples are key in setting the expectation for the level of service needed to meet or exceed in terms of demonstrating this competency.

One of the parking lot suggestions that did not fit under any of the CPAs was the need to create more collaborative activities for GOO faculty. Based on feedback from faculty, there is a need to build community within the GOO group to improve their sense of belonging at Sinclair. There are also opportunities to learn from each other to build strength among the GOO faculty. Finally, the GOO faculty group must be supportive of their own members and the GOO process

to insulate both from undue criticism because this program, despite its demonstrated success, has still faced criticism from those who do not value diversity.

SUMMARY

The Compression Planning sessions provided invaluable data that proved there is a need for specific GOO faculty development. The research also highlighted a need for greater transparency, better structure, and increased interaction among GOO faculty. The framework of the development plan will include all six CPAs as well as mentoring in one central location accessible through a learning management system.

The next chapter will focus on the resources needed to support the GOO faculty development program and the new digital communities that will use a learning management system. The digital communities will be the central location for CPA training, the GOO Growth Plan, a new recruitment plan, information on the role of the mentor, and the GOO chair. Other resources, such as financial resources and technology resources, will also be reviewed. The chapter will conclude with suggestions for program assessment and continuous improvement through GOO faculty ownership of the two communities.

CHAPTER 5: PROGRAM RESOURCES

INTRODUCTION

This chapter will describe the resources created to support the Grow Our Own (GOO) program. This includes a description of the two community webpages that were created using the college's learning management system (LMS), Desire to Learn (D2L), and specific content that addresses the needs identified during the GOO faculty and GOO supervisor Compression Planning sessions. In addition, a diversity recruitment strategy was designed to address the persistent equity gap for diverse faculty in higher education.

TARGETED RESOURCES

The Compression Planning sessions identified multiple opportunities to improve the structure of the GOO program. The most consistent needs that emerged from the Compression Planning sessions were for specific professional development for GOO faculty and resources for both GOO faculty and GOO supervisors. The identified gaps were addressed by providing resources through the LMS and D2L in the form of two eLearning communities. Two distinct communities were created, one for GOO faculty and one for GOO supervisors, such as chairs and deans. All GOO faculty were provided access to the GOO faculty community, and all current and past chairs/deans were provided access to the GOO supervisor community. The content was created as a direct result of the Compression Planning sessions and was easily edited or

updated as information and/or needs changed for GOO faculty or supervisors. The homepage for the faculty community is shown in Figure 4, and the table of contents for the faculty community page is shown in Figure 5.

Figure 4. Screen shot of the community shell: Homepage in D2L for the GOO faculty group.

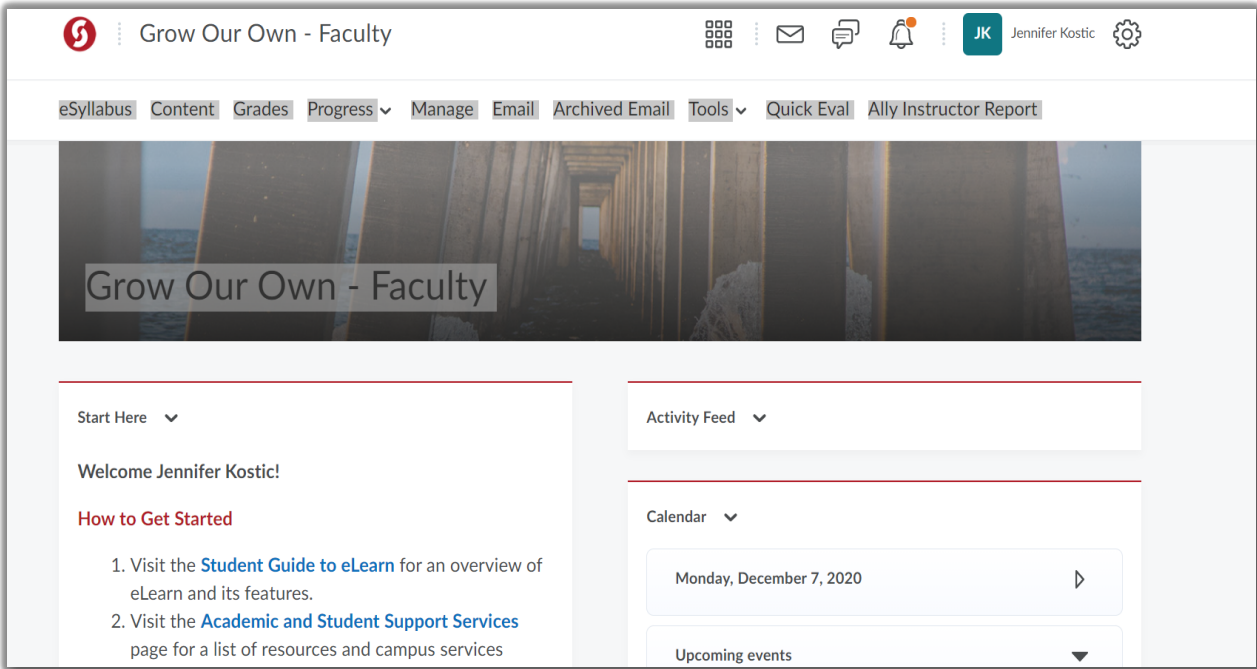
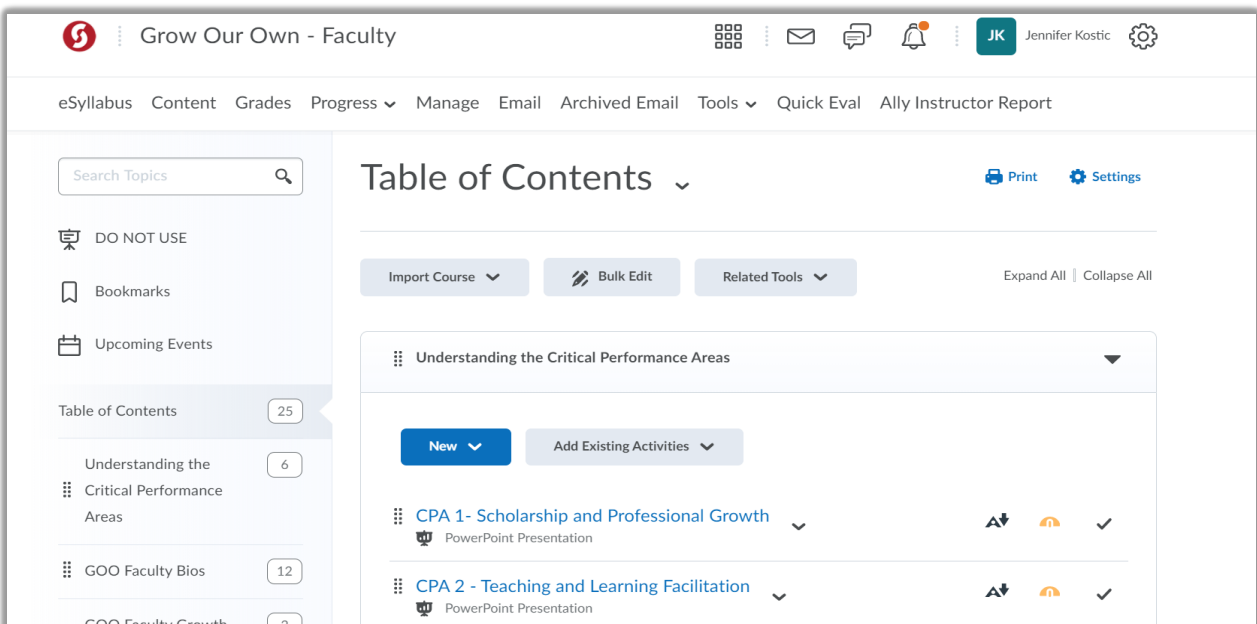


Figure 5. Screen shot of the community shell: Table of contents for the GOO faculty group.



The GOO Committee is a volunteer committee comprised of GOO alumni who conduct interviews, provide mentoring, and assist GOO faculty throughout their time in the GOO program. One issue discovered during the Compression Planning with GOO faculty was the lack of awareness of the role and membership of the GOO Committee. In response, the membership of this committee was posted on both the GOO faculty and GOO supervisor communities to provide information as well as points of contact for both formal and informal mentors for faculty and chairs.

GOO faculty communicated unequivocally during the Compression Planning session that they needed professional development specifically tailored to them. As such, training slide presentations for each Critical Performance Area (CPA) were created to address the need for more precise development on the CPAs, as they affected all faculty administrative processes, including promotion, tenure, and merit awards. These training sessions were provided monthly to new GOO faculty during their first academic year and were facilitated by the GOO Committee as follows:

- September – CPA 1
- October – CPA 2
- November – CPA 3
- January – CPA 4
- February – CPA 5
- March – CPA 6
- April – Faculty Performance Review (FPR)

This schedule will be repeated annually, and all GOO faculty will be invited to join in the discussion or just to observe and expand their knowledge prior to the completion of their FPR, promotion, tenure, or merit application.

CRITICAL PERFORMANCE AREAS: FACULTY RESOURCES

To address the need for specific training and development in support of the CPAs, slide presentations as well as other resources were provided for each CPA on the GOO faculty page, and similar slide shows with facilitator guides were included on the GOO supervisor page. One of the elements most requested during the Compression Planning sessions was assistance with the FPR. This was accomplished by sharing guidelines for applying Specific, Measurable, Meaningful, Achievable, Realistic, and Timely (SMMART) continuous improvement targets and sample CPA statements to help faculty understand how to apply their work to each CPA. The following pages describe those resources.

CPA 1 – Scholarship and Professional Growth

The presentation developed for CPA 1 included the Faculty Handbook definition of Scholarship and Professional Growth along with nine suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. Additionally, a list of courses provided by the CTL was included along with conference suggestions. Finally, faculty were asked to read *Emotional Intelligence* by Daniel Goleman (1995), as it was identified that they needed to increase self-awareness, social awareness, self-management, and relationship management as part of professional growth. Goleman's (1995) model of emotional intelligence incorporated

the concept of the emotional quotient as a key element to understanding the leadership response needed in any given situation.

CPA 2 – Teaching and Learning Facilitation

The presentation developed for CPA 2 included the Faculty Handbook definition of Teaching and Learning Facilitation along with nine suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. The definition of process education was included, as that is the accepted teaching practice and philosophy at Sinclair. The CTL tracks were included as a reminder for faculty of the resources available on campus to improve their pedagogical understanding. In addition to the CTL tracks, information from Ken Bain's *What the Best College Teachers Do* was included, as his ideas have been endorsed by the CTL:

1. Without exception, outstanding teachers know their subjects extremely well.
2. Exceptional teachers treat their lectures, discussion sections, problem-based sessions, and other elements of teaching as serious intellectual endeavors, as intellectually demanding, and as important as their research and scholarship.
3. The best teachers avoid objectives that are arbitrarily tied to the course and favor those that embody the kind of thinking and acting expected for life.
4. They create a natural critical learning environment.
5. They believe students want to learn, and they assume, until proven otherwise, that they can.
6. They check their own efforts when they evaluate students, and they avoid judging them on arbitrary standards. (Bain, 2004, pp. 17-18)

To complete this session, examples were provided for CITs for faculty to add to their FPRs. The training sessions were led by GOO graduates, who shared their insights and what has worked for them. They also facilitated discussions covering the readings, recommendations, and best practices.

CPA 3 – Assessment and Evaluation

The presentation developed for CPA 3 included the Faculty Handbook definition of Assessment and Evaluation along with nine suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. During the Compression Planning sessions, GOO faculty communicated a clear need to have a better understanding of assessment as compared to evaluation. Thus, definitions were included of assessment and evaluation along with tools to compare both concepts and help faculty distinguish between the application of assessment and evaluation. GOO faculty also were asked to read *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas A. Angelo and K. Patricia Cross, prior to the session and be prepared for discussion regarding developing teaching goals, implementing assessment projects, and techniques for assessment. Reading the book and using it to develop teaching goals have been recommended practices for the last ten years at Sinclair, yet most of the GOO faculty had not heard of this book when it was discussed in the Compression Planning session. In addition, information on the CCSSE was included on the community page to provide a big picture example of evaluation and how tools like CCSSE can be used to improve student programs and services. This session concluded with examples of FPR statements and CITs for faculty along with discussions conducted by GOO alumni to share their insights.

CPA 4 – Student Development

The presentation developed for CPA 4 included the Faculty Handbook definition of Student Development along with seven suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. During the faculty Compression Planning session, GOO faculty identified the need for student development theory training. To address this gap, Arthur

Chickering's "Seven Vectors of Student Development" was included for review and discussion (1969). Each vector was explained thoroughly, and an opportunity for discussion was embedded in the training. Specific guidance also was provided for vector number two, Managing Emotions, as faculty felt they needed more support and definition regarding their role in an environment of growing mental health concerns. The presentation noted that a faculty member's role in helping students manage emotions included:

- Training other faculty and staff
- Understanding the concept of emotional intelligence(EI) and emotional quotient (EQ)
- Conducting diversity dialogues
- Showing empathy to students
- Helping students build self-awareness
- Creating an emotionally safe space for students

Rounding out this session on CPA 4, examples were provided for FPR statements and CITs for faculty. Discussion was conducted by GOO graduates, who shared their insight regarding what has worked for them.

CPA 5 – Curriculum Design

The presentation developed for CPA 5 included the Faculty Handbook definition of Curriculum Design along with nine suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. This session focused on understanding the role of Course Coordination, the program review process, and assessment. During the GOO supervisor Compression Planning session, supervisors stated that GOO faculty could contribute to

curriculum evaluation from an equity lens. Therefore, the focus was to understand framing and reframing to build effective strategies for racial equity and change.

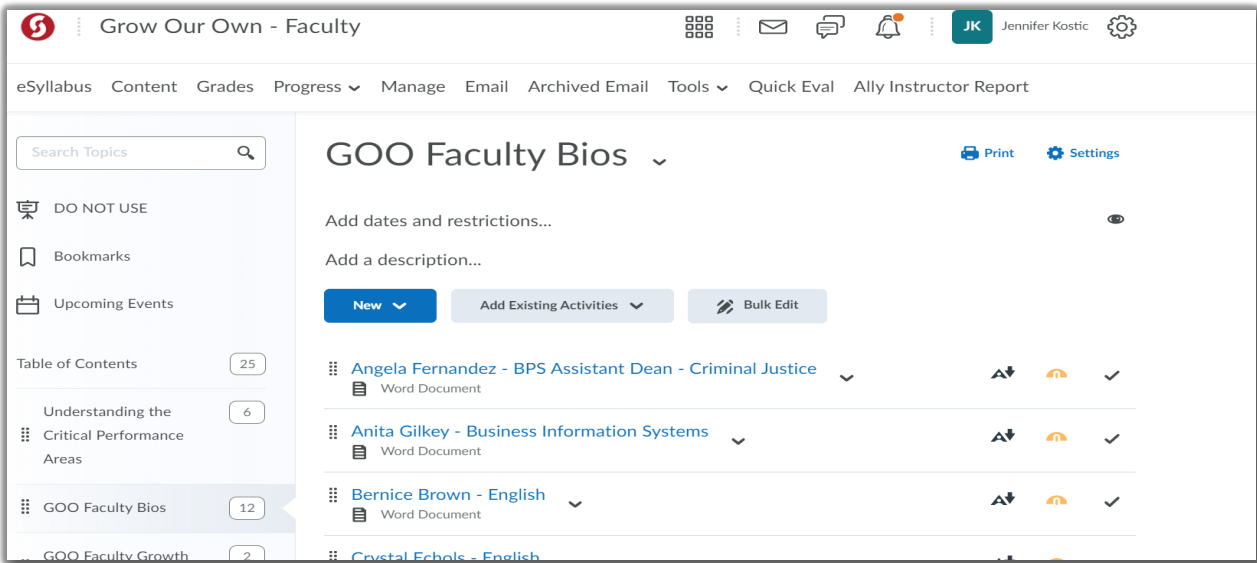
CPA 6 – Workplace and/or Community Service

The presentation developed for CPA 6 included the Faculty Handbook definition of Workplace and/or Community Service along with ten suggestions for faculty on how to accomplish or demonstrate this CPA for their FPR. As Sinclair is funded in part by a levy, information about the role of the levy was included to help faculty understand how they can contribute by working at phone banks making donor calls, walking precincts to deliver voting literature, or delivering speeches to different organizations. Service learning was also discussed, as it is an educational strategy intentionally designed by faculty to engage students in course-related learning while meeting community needs. This provided an excellent opportunity for GOO faculty to serve both the institution and the community while developing their leadership experience. All of the GOO alumni have participated in different service learning projects and shared examples during the training sessions about their own experiences as well as encouraged new GOO faculty to participate. In addition to these opportunities, information was provided on college-wide committees, diversity activities, and college activities where faculty members can support students and engage with other faculty and staff outside of their discipline. To close this session, examples were provided for FPR statements and CITs for the faculty, and discussions were conducted by GOO graduates, who shared their insight and what has worked for them.

BELONGING

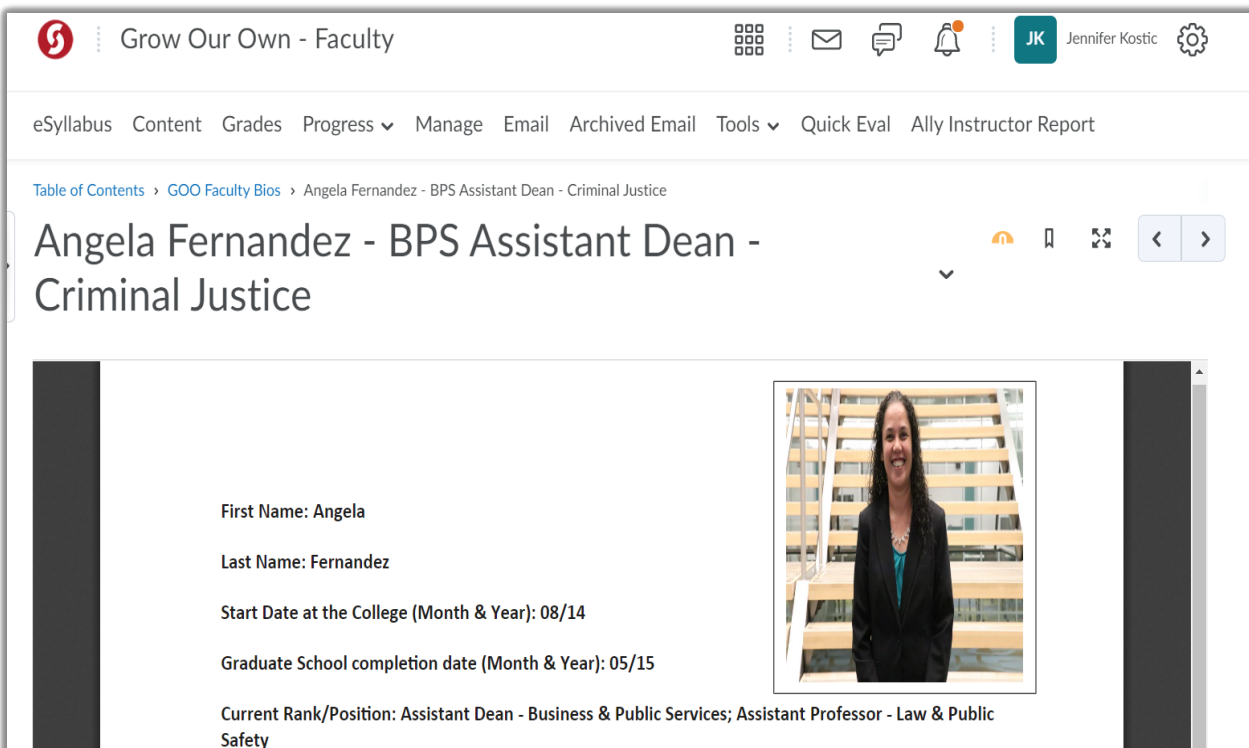
One of the most surprising discoveries during the Compression Planning session was that GOO faculty needed to develop a sense of belonging amongst themselves. During the introductions, it became apparent that not all the participants knew each other. At the beginning of the GOO faculty Compression Planning session, one GOO faculty member said to another, "I did not realize you were GOO!" This was a critical moment, as the program prides itself on creating opportunities for belonging, but ironically, there was very little sense of belonging amongst the GOO faculty. The community pages addressed this issue by including a list of all GOO faculty with biographies and pictures so that others would know the lineage and be able to identify other GOO participants and graduates on campus and in the community. This also provided an opportunity to introduce the new GOO faculty annually as well as increase social engagement and dialogue. Some GOO faculty shared that they used social media and had created subgroups to communicate. While this was innovative, it was not inclusive, and instead of improving the social bond, it further segregated the group. This new tool served as an easy way to communicate events and ensure that all GOO faculty were included and felt a sense of belonging with the group and the college. See Figure 6 for an example of the faculty biography page.

Figure 6. Screen shot of the community shell: GOO faculty bios.



The biography format was created by Derek Allen, Chairperson of the Hospitality Management department at Sinclair, GOO alumnus, and current GOO Committee chairperson. Each biography included faculty name, start date, position, and committee membership at the college and externally, awards, and their response to a question about their GOO experience. Allen asked every GOO faculty member to answer the following question: “Why is the Grow Our Own program so important, and what has being a faculty member meant to you?” The responses were powerful and painted a picture of the impact of the GOO program on faculty members’ lives as well as on students’ lives. Figure 7 illustrates an individual faculty biography available for all GOO faculty and supervisors to view.

Figure 7. Screen shot of the community shell: Biography for Angela Fernandez, BPS assistant dean and criminal justice faculty.



GOO GROWTH AND MENTORING PLANS

GOO faculty, chairs, and deans shared during the Compression Planning that they felt like the program was shrouded in secrecy. They all desired transparency regarding the program and its administrative processes. The former GOO chair was very vocal and involved; working with Human Resources to provide the detail, structure, and information that was needed. As personnel have changed positions, the organizational knowledge and practice has shifted. While the current GOO Committee has made a tremendous contribution, the committee and the chairperson did not realize that a gap had formed. In response to the need for transparency for the faculty and additional structure for the chairs and deans, two community pages as well as information, such as the updated GOO Growth Plan, were added. It was discovered during

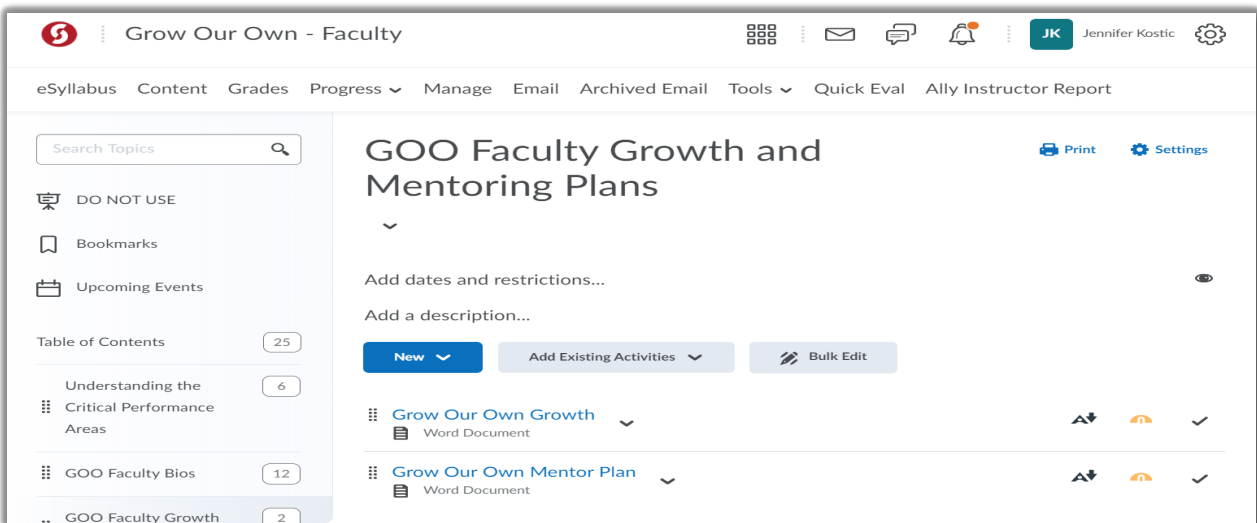
the Compression Planning sessions that this plan and other pertinent information from the program's inception were not as widely distributed or used as intended. Upon review, the plan needed to be updated to align with Sinclair's accreditor's guidelines and revised according to the Higher Learning Commission's standards. The Growth Plan, which is included in Appendix B, contains the following:

1. Expectations regarding teaching experience that must be developed for the new GOO faculty
2. Expectations for the department mentor for the GOO faculty
3. Expectations for the department chairperson
4. The process to select a GOO-specific mentor
5. Onboarding plan
6. Examples of appropriate workload
7. Examples of years one, two, and three of the development strategy.

The GOO Mentoring Plan included guidelines for acclimating to community college work and specifically to Sinclair. Topics such as committee work, professional etiquette, and a review of teaching expectations were included. Additionally, a tool was provided for the mentor to help faculty understand teaching frameworks, including content development, competency framework, and the importance of learning-centered outcomes. These tools were provided to both the faculty member and the mentor to be transparent and allowed everyone to understand the expectations of both the faculty and mentor roles. GOO faculty and supervisors agreed that the mentor has a tremendous impact on the success of GOO faculty and should understand the commitment required up front. GOO faculty must also be willing to be taught. Some faculty said it was difficult to transition from a being classroom leader or an organization

manager to a full-time student who was directed and advised on things that seemed very basic. Many GOO faculty commented that it was this specific guidance regarding being open to positioning themselves as student first that served them well when their assigned mentor visited their Sinclair classroom for the first time to observe. See Figure 8 for an example of the GOO faculty growth and mentoring plan page.

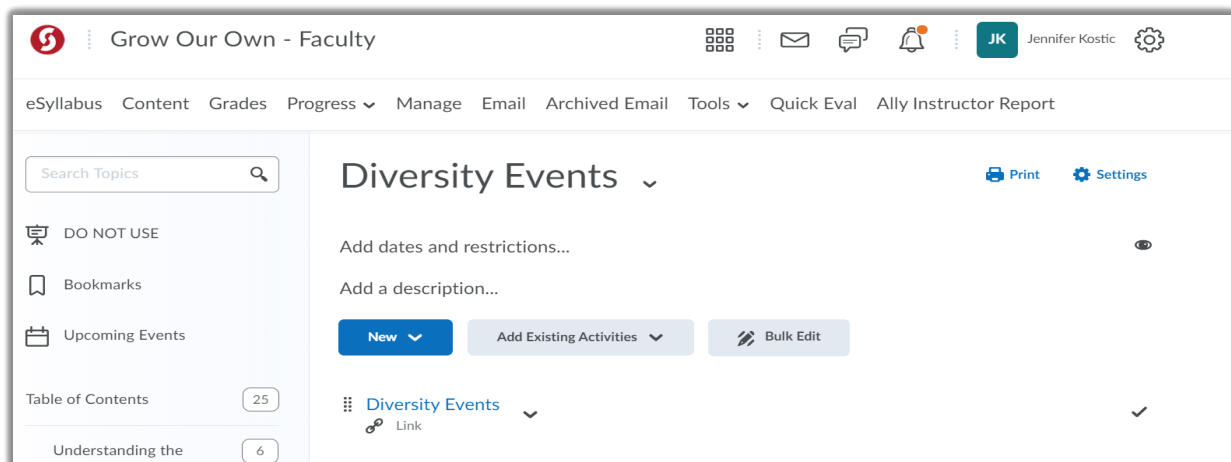
Figure 8. Screen shot of the community shell: GOO faculty growth plan and mentoring plans.



GOO faculty and supervisors shared during the Compression Planning the importance of participation on college committees. The exposure to other ideologies outside of their own department was critical to getting to know other faculty across campus. Those who were advised to join committees felt a sense of belonging early in their career while those GOO faculty who were more guarded or did not see the benefit of joining committees struggled to feel a sense of belonging on campus, and some felt like they were judged for being GOO faculty. Including a list of available committees as a tool for GOO faculty created more opportunity for them to engage. Participation in college-wide committees at Sinclair is one of the best ways to learn about the college and position oneself for promotion and tenure.

Attending diversity events is another opportunity to achieve belonging. A link to the diversity page was included so that GOO faculty were aware of various diversity events on campus. They could attend, support, or lead initiatives sponsored by the Diversity Office. For example, GOO faculty have led various events on campus, such as the Black Men’s Think Tank, Black Love Day, and the Equity Conference (Sinclair Community College, 2020b). There are a number of opportunities and events where GOO faculty can contribute to the College and the community. Another opportunity is the Provost Office Supporting Student Events (POSSE), which is a webpage managed by the Provost’s office. This was included in the GOO pages to continue to involve GOO faculty in a variety of college events and embed them into the Sinclair culture. See Figure 9 for an example of Sinclair’s Campus Diversity Events page.

Figure 9. Screen shot of the community shell: Link to the campus diversity events page.



Additional Professional Development

To respond to the need for additional guidance regarding professional development, the community page included a list of college-wide committees for easy reference. Professional Development opportunities, such as a link to the Sinclair CTL page and a link to a page listing conferences for all fields and regions, were also provided. This was requested by faculty and

supervisors as faculty felt like only some of them were made aware of opportunities while supervisors felt opportunities were widely shared, since they were available on the CTL website. This is one more example of how assuming similarity can cause communication issues that impact success and belonging. See Figures 10 and 11 for examples of the Professional Development webpages.

Figure 10. Screen shot of the community shell: Professional development opportunities.

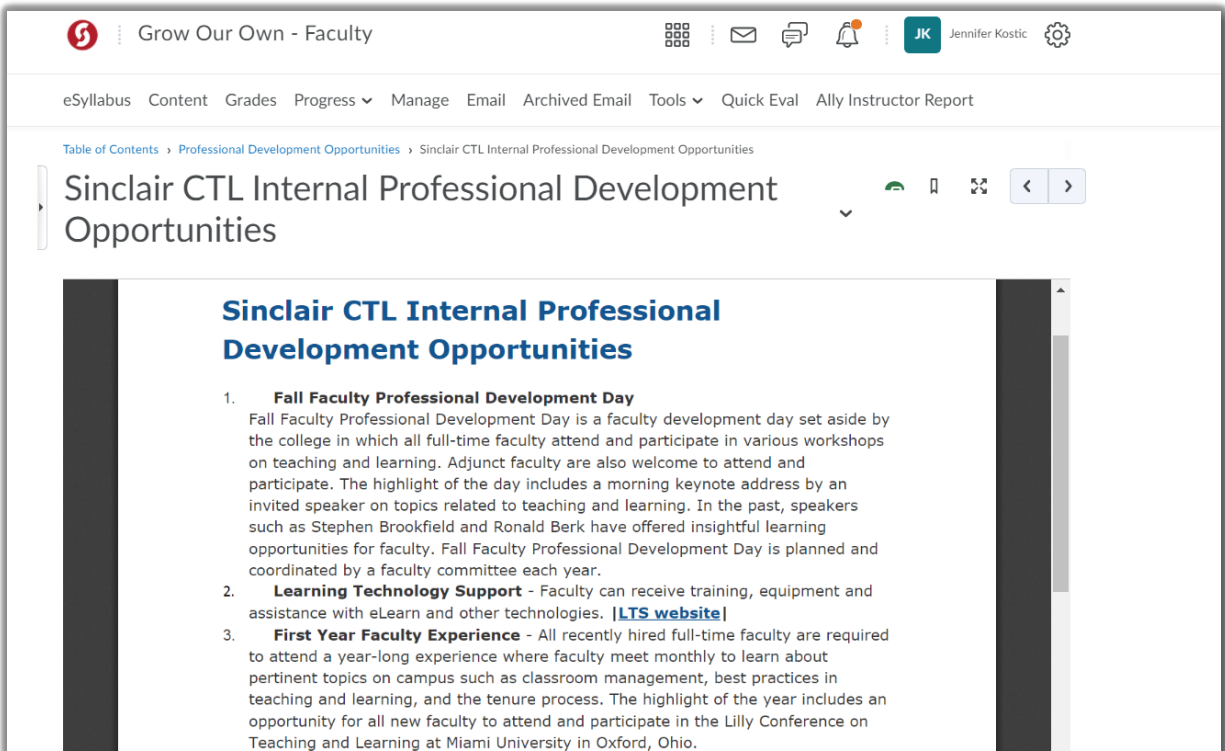
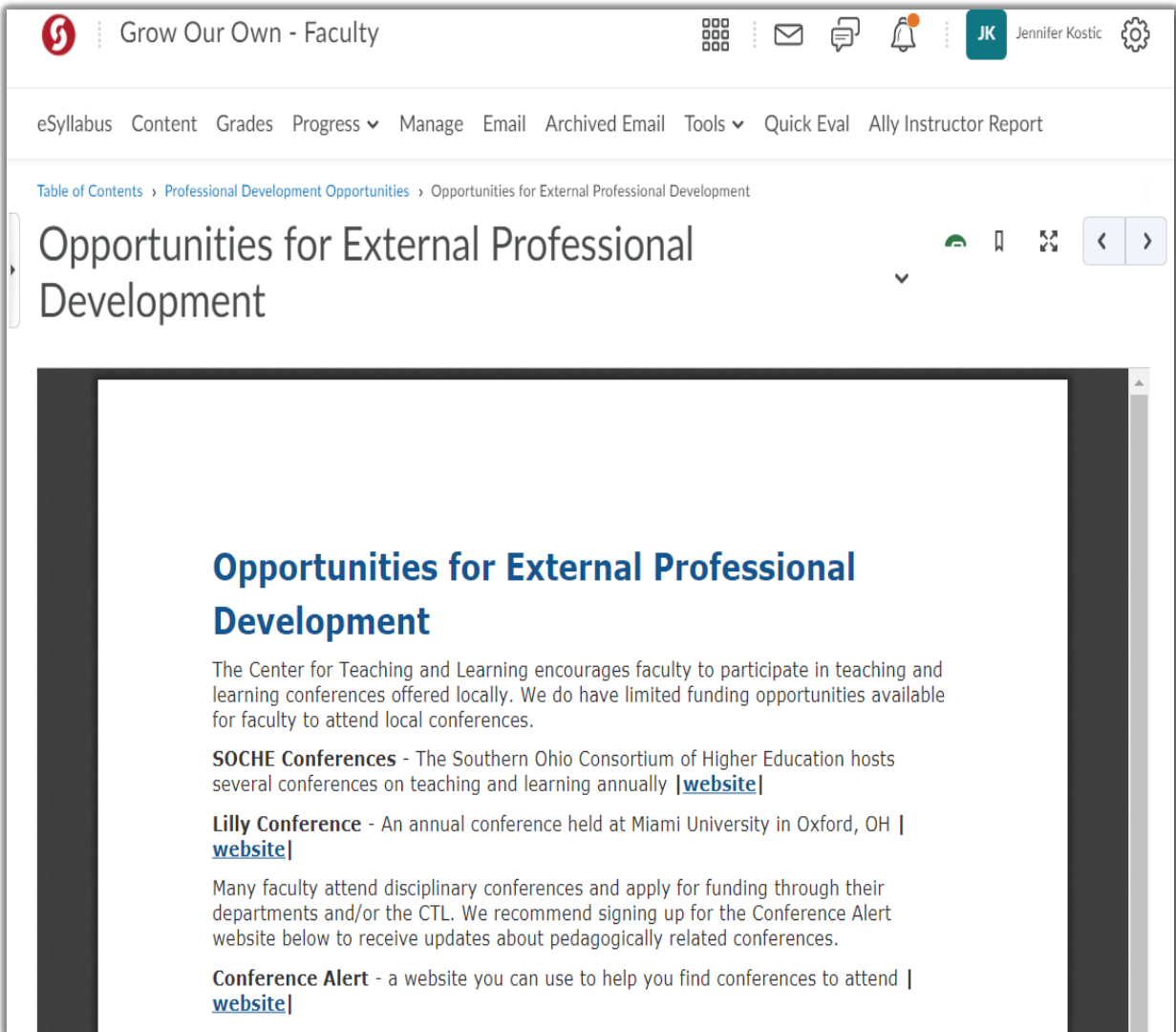


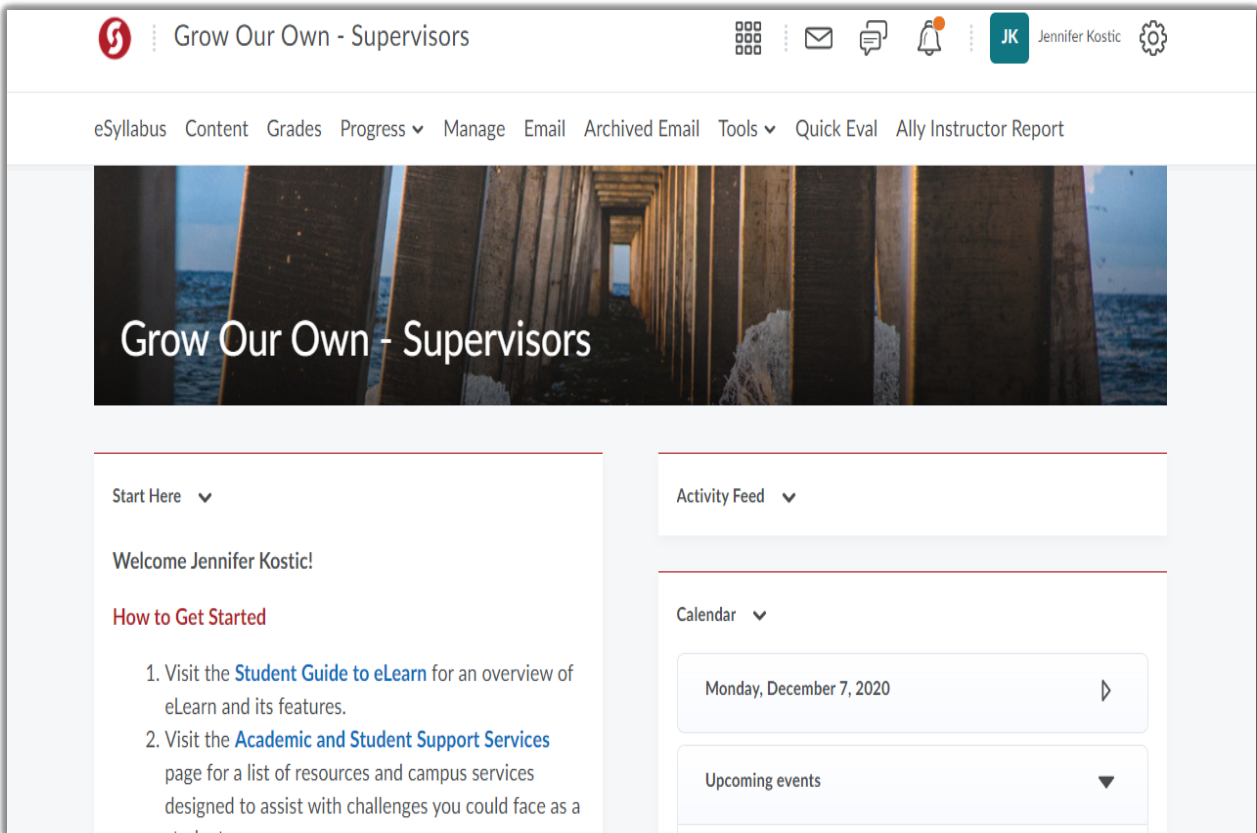
Figure 11. Screen shot of the community shell: External professional development.



GOO SUPERVISOR PAGE

The GOO Supervisor page followed the same format as the GOO Faculty page with additional resources for coaching employees and guidance regarding the completion of the FPR for supervisors. Figure 12 shows an example of the main GOO Supervisor page.

Figure 12. Screen shot of the community shell: GOO Supervisors landing page.



Many chairs are thrust into administrative positions with minimal managerial experience or training. As such, one supervisor page included basic coaching tips. Providing a few simple steps such as these on effective coaching gave those without experience ideas for how to communicate clear goals and expectations. Tips were also included to empower supervisors to proactively resolve problems with faculty members, if they arose, and to keep the dialogue open and flowing.

Figure 13 shows the webpage with a visual path for supervisors to use as they work through problems with an employee. As the supervisor walks the path, they are asked questions about the behavior and receive tips on how to respond to the situation. For example,

number 6 is, "Be willing to explore the possibility you have contributed to the problem"
 (Dartmouth, n.d., para. 3).

Figure 13. Screen shot of the community shell: Tips for dealing with employee problem behavior.

Tips for Dealing with Employee Problem Behavior

- 1. Recognize that problem behavior usually has a history.**
 It usually develops over time and seldom from a single incident. Be alert to early warning signs and deal with the underlying causes before the situation reaches a crisis.
- 2. Ask yourself: "Am I partly or wholly responsible?"**
 Having an abrasive style, being unwilling to listen, and being inattentive to the nuances of employee behavior are all factors that add to the need to thoroughly examine what is going on.
- 3. Don't focus only on the overt behavior**
 When confronted by an angry employee, it is easy to attack the person and target the behavior rather than examine the factors that led to the behavior. This takes patience, careful probing, and a willingness to forgo judgement until you really understand the situation.
- 4. Be attentive to the "awkward silence" and to what may be missing.**
 When an employee is reluctant to communicate, it is almost a sure sign that more lurks beneath the surface. Often employees will withhold because they feel unsafe. It is imperative the manager read between the lines and offer support necessary to get the employee to open up.
- 5. Clarify before you confront.**
 You may have to dig deep to uncover important facts. Talk to others who may be involved. Each person will tend to present the case from his or her viewpoint, which may not be the way it really is. Discretion and careful fact finding are often required to get a true picture.
- 6. Be willing to explore the possibility you have contributed to the problem.**
 This isn't easy. You may not be fully aware of what you have done to fuel the fire. Three helpful questions to ask yourself:
 1. "Is this problem unique, or does it have a familiar ring as having happened before?"
 2. "Are others in my organization exhibiting similar behaviors?"
 3. "Am I partially the cause of the behavior I am criticizing in others."
- 7. Plan your strategy.**
 What changes would you like to see? How can you talk to the employee in a way to minimize defensiveness?
 - Tell the person there is a problem. State the problem as you understand it and explain why it is important it be resolved.
 - Gain agreement that you've defined the problem correctly, and that the employee understands it must be solved.
 - Ask for solutions using open-ended questions, such as: "What are you willing to do to correct this problem?"
 - Get a commitment that the employee will take the required actions.
 - Set deadlines for completing the actions. You may want to advise the employee of the consequences of failing to take corrective action.
 - Follow-up on the deadlines you've set.
- 8. Treat the employee as an adult and expect adult behavior.**
 To some extent, expectation defines the result. If you indicate by your actions or by the content or tone of your voice, that you expect less than full adult behavior, that is what you are likely to get.
- 9. Treat interpersonal conflicts differently.**
 If the problem behavior stems from a personality conflict between two employees, have each one answer these questions:
 1. "How would you describe the other person?"
 2. "How does he or she make you feel?"
 3. "Why do you feel the other person behaves the way he/she does?"
 4. "What can you do to alleviate the situation?"
 5. "What would you like the other person to do in return?"
- 10. Seek agreement regarding steps to be taken and results expected.**
 Nothing is really "fixed" unless it stays fixed. All parties to a dispute must agree that the steps taken (or proposed) will substantially alleviate the problem. Further, they must agree on what they will do.

Long-term solutions are not created overnight. They take time and persistence. Recalibrate when you lose your way. Think of problem solving as a journey. You will face setbacks along the way. Persevere. It is worth putting time and effort into developing effective and productive relationships among your team.

"When solving problems, dig at the roots instead of just hacking at the leaves." Anthony J. D'Angelo

An additional resource for GOO supervisors in the Coaching tab is the “Seven Principles for Good Teaching.” These principles, which were adapted from the University of Tennessee Chattanooga’s (2020) “Seven Principles for Good Teaching,” can be used by chairs to help faculty set goals for their CITs and discuss ways to improve teaching and learning.

- Principle 1: Encourage contact between students and faculty.
- Principle 2: Develop reciprocity and cooperation among students.
- Principle 3: Encourage active learning.
- Principle 4: Give prompt feedback.
- Principle 5: Emphasize time on task.
- Principle 6: Communicate high expectations.
- Principle 7: Respect diverse talents and ways of learning. (University of Tennessee Chattanooga, 2020)

It is imperative for the dean to provide additional coaching to the chair to ensure that he or she understands their role in coaching and development of the GOO faculty member. The dean also serves as a mentor for the chair to help them in the often-unfamiliar role of developing a faculty member who has little formal educational training. Many chairs need support and guidance to know how to effectively prepare and evaluate GOO faculty to help them complete the program and prepare for promotion.

Another beneficial document included for chairs and deans that provided support and guidance to GOO faculty originated from student services. Dr. Bobby Beavers (n.d.), retired Coordinator, Minority Student Success Program, and current adjunct in Psychology, developed a document titled “African American Faculty Liaison Fact Sheet and Tips for Success.” In this document, Beavers shared data from the Survey of Entering Student Engagement (SENSE) and

the CCSSE, conducted by the Center for Community College Student Engagement, which demonstrated an equity gap for African American students. Beavers also provided suggestions for helping African American students succeed and suggested engagement activities. This document served two purposes for the GOO supervisors: It provided additional data to justify the GOO program in terms of serving underrepresented students, and it offered suggestions to assist African American faculty development. GOO faculty are students first and need development and support to be successful. Beavers' tips included the following points:

1. Be prepared to help students who show disappointment and distress when their high aspirations fail to meet their expectations.
2. Focus on what students say they will do and what they actually do.
3. Refer students for the support services and assistance they need, and tell them where and how to access those services.
4. Emphasize to students the necessity of setting realistic academic goals and developing a realistic plan for achieving them.
5. Emphasize to students the need to develop and/or follow their My Academic Plan (MAP).

Also included from Beavers (2015) for GOO supervisors was his "Summary of Work Completed on the Respect Learning Challenge Grant & Our Assessment of Best Practices for Working with African American Students." The Learning Challenge Grant committee's objective was to improve the success rate of African American students at Sinclair. They piloted the program in five courses during the 2015-16 academic year. Beavers stated, "The broader purpose was to infuse cultural competency and respect for diversity into Sinclair's pedagogy and curriculum because we believe that doing so will help improve the success rates of African American students at Sinclair" (p. 1). This summary document was included because it is just as applicable to the success of the GOO program participants as it is to Sinclair students. At the

end of their pilot study, the committee summarized their findings in three parts reflecting potential strategies and/or classroom interventions that could improve success for African American students:

Part 1: Faculty development is important

We are collaborating with the CTL's Diversity and Inclusion Track (DIT) Steering Committee that is currently developing an intensive, three-day set of workshops that will give faculty a foundation in self-awareness, knowledge, and skills for working with diverse students. (Sinclair Community College, 2020a).

Part 2: Faculty must develop relationships with African American students, and indeed with all students.

1. Positive Messaging
2. Authentic Care
3. Intrusive Interventions

Part 3: Promising teaching practices (examples, not an exhaustive list)

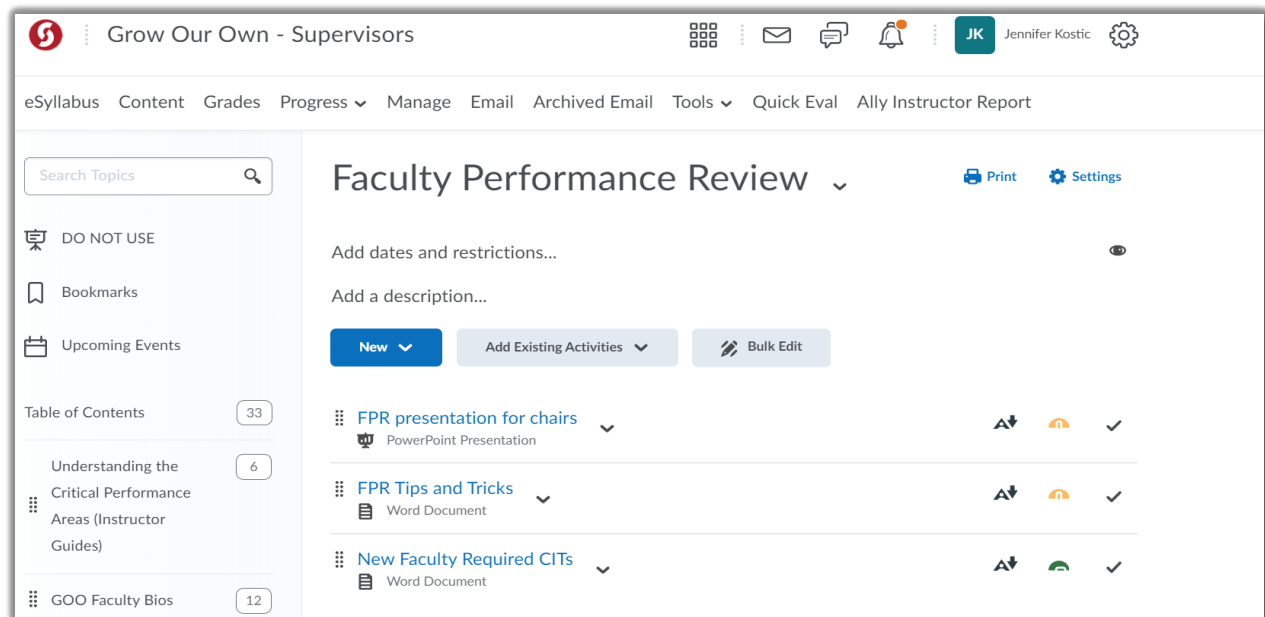
1. Culturally Relevant Content
2. Critical Reflection
3. Collaborative Learning
4. Performance Monitoring

Faculty Performance Review

The next links on the website directly supported chairs in completing the FPR. The FPR is a required annual task required for both faculty and supervisors. A recurring theme throughout the Compression Planning sessions from faculty was that they felt like they were not provided with clear examples of how to use the FPR and were often left wondering why their department chairs commented as they did. Likewise, department chairs and deans have lamented that no formal training exists to prepare them to complete this significant

administrative task, which affects all faculty personnel actions at Sinclair. In response, three tools were provided for chairs: a slide presentation on how to write the FPR, an FPR tips and tricks guide, and required CIT information for chairs to share with new faculty. This training helped GOO supervisors, such as chairs and deans, better understand their roles and more effectively provide support to their GOO faculty by helping them complete quality reviews representative of faculty contributions and reflective of the impact of the faculty's work with students. This content is shown in Figure 14.

Figure 14. Screen shot of the community shell: faculty performance review.



The last resource listed in the table of contents for GOO supervisors is a document that highlighted best practices. This document was created using data from the Compression Planning sessions, feedback from current and former supervisors, and information from the researcher's own experience training and supporting GOO supervisors for the last 18 years. An overarching comment from the chairs in the Compression Planning session was that they often

felt at a loss for how to prepare the GOO faculty member for success. Unsure of how to effectively onboard a GOO faculty member, some chairs waffled between confusing the GOO faculty member with semantic noise and appearing condescending. The best practices list along with the other tools on the GOO supervisor page provided resources including other chairs to contact when building an onboarding plan for new GOO faculty.

The best practices document included the following information, tips, and techniques to support GOO chairs and deans as they onboard new GOO faculty:

- How to prepare your faculty for the interview
- How to prepare your faculty to support a new GOO faculty member
- Sample GOO faculty schedules
- Advice on how to incorporate training or projects as part of the faculty workload
- When and how to give feedback
- Examples of GOO training successes

DIVERSITY RECRUITMENT PLAN

While a GOO/GYO program is an excellent way to increase diversity at any institution, there are challenges with support and acceptance of such programs, and the retention rate is not 100%. The only resource created as part of this study that was not included in the GOO faculty or GOO supervisor community pages was a diversity recruitment plan. This plan was not included because it is neither a faculty nor a supervisor too — it is a plan that requires administrative support from the president, the cabinet, and the board of trustees to achieve transformational change. In order to achieve the goal of equity, a GOO plan is just one prong of a robust diversity recruitment initiative. To challenge the notion of human resources' (HR) role

in affirmative action (AA) and to move beyond the typical AA programs that usually result in compositional diversity and not transformational change, the goal here was to add a diversity recruitment program that would actually affect the culture of the institution.

AA is a government-mandated approach that used laws and policies to correct the effects of discrimination. Not all institutions or organizations are required to have an AA plan, and those that do often fall into creating compositional diversity but not equity. HR has an opportunity to affect the culture of the institution in a powerful way through the hiring process. As such, HR should work with the president and the cabinet to engage in strategies that would propel the institution forward in accomplishing the goal to move beyond compositional diversity to a culture of equity and inclusion. See Appendix D for the full text of Sinclair's Diversity Recruitment Plan. A summary of the plan is as follows:

HR and the institution at large should enact four strategies:

1. Create an opportunity-hiring program whereby individuals could be hired outside of the typical budget cycle when a talented individual is available as opposed to when the institution has an opening.
2. Provide training on reducing bias/implicit bias as part of the search committee process instead of focusing on what not to ask or what not to say to avoid an Office of Civil Rights (OCR) violation.
3. Search committees will be comprised of trained individuals who are not a part of the department to reduce groupthink and similarity attraction. Critical Race Theory (CRT) argues that historical awareness builds a deeper understanding of the effect of race and racism overall and specifically concerning academic careers (Griffen et al., 2011, p. 498). Providing training on CRT and conducting race dialogue training to develop an understanding of the effect of race and racism in educational contexts would increase awareness and lessen the impact of bias.
4. HR will develop a robust effort to recruit diverse candidates through social media and ask current faculty and staff to help make connections.

According to the Faculty Handbook,

The college also values diversity of ideas and believes a faculty that represents a wide variety of backgrounds and perspectives is essential to educating students to live and work in an increasingly diverse society. To these ends, search committees will make a concerted effort to attract, interview, and recommend applicants who will bring cultural and academic diversity to the college. (Sinclair Community College Faculty Handbook, 2019-2020)

This is a powerful statement; however, the power is diminished by the construct of fit.

Committees follow the standard practice and eliminate many diverse candidates based on fit. In some cases, the educational experience is not the standard, and in others, it is simply that the candidate would not work well in the department. The current process for hiring faculty follows.

Procedures for the Selection of Tenure-Track Faculty

For each tenure-track faculty position or positions to be filled within the same department, a search committee will be selected by the academic division dean, with the concurrence of the department chair. The membership of that committee will be constituted as follows:

1. At least 50% of the membership will be selected from faculty from the department involved. In a small department, where this may be impossible, all departmental faculty members will be included.
2. At least one member of the committee will be selected from another department with related courses or programs.
3. At least one person from each gender will be selected.
4. At least one minority person will be selected.
5. A member of the department/program's advisory committee will be selected, where appropriate.

The search committee will make every possible effort to include minority candidates as well as persons from each gender. Where the procedures outlined above do not succeed in attracting minority applicants or persons from each gender, the academic division dean may, after consultation with the chair of the search committee, allow the search process to continue without such candidates. (Sinclair Community College Faculty Handbook, 2019-2020)

Budget

The budget for this recruitment plan requires institutional commitment to provide the financial resources to reduce the equity gap. To determine the expected budgetary impact, the number of faculty and/or staff who are being hired for the year must be identified. Similar to the GOO program design, if five faculty are hired, a budget must be allocated to accomplish this goal.

Faculty Positions

- Salary: \$48,000 per faculty member at the rank of instructor for a nine-month contract.
- Benefits: 36% of the salary (standard rate considering the benefits package at most institutions) = \$17,280
- Total = \$65,280 per faculty member X 5 positions = \$326,400

Staff Positions

- For staff, the numbers are similar based on the level of position. Campus Police is one such position where an impact is needed in terms of equity.
- Salary = \$50,000 per entry level
- Benefits = 36% of the salary (standard rate considering the benefits package at most institutions) = \$18,000
- Total = \$68,000

SUMMARY

The elements included in this section were necessary to meet the needs of the GOO faculty and the GOO supervisors. GOO faculty must develop a sense of belonging amongst themselves to support each other and help the program succeed and grow. In order to accomplish this task, GOO faculty and GOO supervisors needed transparency regarding the program, support, and administrative processes. GOO faculty also needed development geared specifically toward their situations, whereas the supervisors needed more structure and resources to understand how to support and guide their GOO faculty. The two community pages included content that was necessary to address the needs identified during the Compression Planning sessions. In addition, a training plan was provided as a foundation for the GOO Committee to activate the community page tools and launch GOO-specific development to improve the success and retention of these critical faculty members. Lastly, a diversity recruitment strategy was included to combat the persistent equity gap in hiring for diverse faculty in higher education.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

Hiring processes in higher education have created a systemic negative impact for diverse applicants. This has led to a lack of diverse faculty and limited belonging opportunities for faculty and students of color. Overhauling policies and procedures is necessary to achieve the transformational change needed to remove barriers and realize equity. GOO programs are just one innovative way to reduce the equity gap and move beyond compositional diversity. The Sinclair GOO program is an innovative example of recruiting to achieve the goal of equity. Even with its successes, research has demonstrated that additional structure is needed for the program to continue being successful. That structure was provided in the form of two eLearning communities that provided transparency, training modules, and best practices for the six faculty competencies, as well as networking opportunities for both GOO faculty and GOO supervisors. Three major benefits were realized by improving the understanding and application of the six faculty competencies: (1) increased retention of GOO faculty, (2) enhanced ability to recruit additional African American faculty, and (3) improved experiences for faculty participating in the GOO program by creating a stronger sense of belonging. The combined benefits of these actions will move Sinclair forward in achieving the ultimate goal of increasing access and closing the equity gap for faculty and students. This

program can be implemented at community colleges and universities furthering the goals of diversity, inclusion, and equity.

LIMITATIONS AND ASSUMPTIONS

As this program is for minority applicants with a specific focus on African Americans, the researcher is limited in her understanding of the experiences or essence of what it means to be a GOO faculty, as the researcher is not African American nor has she been a tenure-track faculty member at Sinclair or any other institution. The researcher has served on the GOO committee for 15 years and has strong opinions about the improvements that are needed for future faculty who enter the program and continue as tenure-track faculty. The researcher also has overseen talent management strategies in industry and at the community college and university level where diversity recruitment was a focus. In her current administrative role, the researcher is aware that the information which was provided to GOO faculty for CPA development was limited and created from a position of expectation or privilege that limits underrepresented faculty and obstacles that could affect retention. At Sinclair, it is assumed that GOO faculty understand the terms used when discussing teaching and learning or pedagogy. However, few GOO faculty have prior experience in teaching, specifically teaching in higher education. This is often a barrier for Sinclair's GOO faculty, as they experience feelings of isolation and doubt when they engage in social comparison with their peers. In addition, chairs and mentors are not well prepared to develop faculty with little experience in education. The chairs and mentors are trained subject matter experts in their fields of study as opposed to teacher education. The researcher has witnessed GOO faculty and supervisors struggle and understood that there was an opportunity to improve the GOO program. As a result, the goal or purpose of this product

was to improve faculty development/support thereby improving engagement and ultimately increasing GOO faculty success.

TRUSTWORTHINESS

The research's validity and reliability were verified by crosschecking data between focus groups meeting with both faculty and supervisors connected to the GOO program. By conducting focus groups with a large sample of participants who had different perspectives, themes were identified as well as outliers. These were used to build eLearning communities for both GOO faculty and GOO supervisors. The eLearning communities addressed the needs that were identified during the Compression Planning sessions, as the researcher committed to providing tools that would improve the structure and the transparency of the GOO program.

SUGGESTIONS FOR FURTHER RESEARCH FOR THE GOO PROGRAM AT SINCLAIR

Does increased faculty development for GOO faculty increase their rates for promotion, tenure, merit, and retention compared to all Sinclair faculty? The research data demonstrate that a GOO faculty member only earns merit every fifth year whereas a non-GOO faculty member earns merit on average every other year. It will be important to understand why such a disparity exists. Research is needed to determine why the application and selection rate is lower for GOO faculty than their non-GOO peers. In addition, specific research on the impact of improving the structure and transparency of the GOO program can be tracked over a number of years by following the current GOO faculty and comparing their success rates for promotion, tenure, and merit awards as well as evaluating the impact on the faculty retention rate. A survey should be completed by the participants to assess the program and determine areas of

improvement for the content and/or delivery of the material in the communities. That information should be analyzed annually, and the GOO Committee should make edits to the eLearning communities as appropriate based on changing needs of GOO faculty and GOO supervisors. This data also could be used to advocate for additional funding or reassigned time for GOO Committee members to place additional emphasis on GOO faculty development.

Does the presence of GOO faculty in a program result in more completions for African American male students? To further evaluate the impact of the GOO program, Sinclair's Reporting Research and Analytics department should partner with the Completion Office to conduct a study to examine success rates of underrepresented students who have exposure to diverse faculty to identify if there is a direct impact to belonging and ultimately to student success and completion. This could be the final piece of the puzzle to close the equity gap in degree completion for underrepresented students, specifically African American males. Likewise, this data could be used to advocate for additional funding to hire more GOO faculty.

SUGGESTIONS FOR FURTHER RESEARCH ON MINORITIES IN HIGHER EDUCATION

According to Hurtado (1991), "The research on minorities in higher education is extensive, yet a surprisingly small number of empirical studies have focused specifically on campus racial climates" (p. 539). Given this gap in analysis, institutions and researchers would benefit from research focused on racial climates. Hurtado (1992) found that "across all groups, perceptions of student-centered priorities were important predictors of perceptions of low racial tension" (p. 562). Specifically, the impact of adding underrepresented faculty should be examined to identify the impact on students and the overall climate. Researchers should identify the possible contexts for racial conflict and examine strategies to mitigate racial tension

to focus on the benefits faculty, staff, and students gain from working and learning in diverse environments. As such, institutions should focus efforts on identifying student-centered priorities and refining student-centered learning with faculty and staff. According to Hurtado, “Part of the problem is that we need a better understanding of what constitutes a racially tense interpersonal environment before considering how these climates are related to student development” (p. 540). Sinclair should continue its work with the CTL to further their Diversity Track development and expand their racial dialogues. They should also explore incorporating use of software and online options, such as those from diversityedu.com. This company, which provides online diversity training, has been recognized for its partnerships and diversity work with universities, including UNC Greensboro, California Lutheran University, Central Washington University, Illinois, and Southern Illinois University in Edwardsville. DiversityEdu employs a team of experts who focus only on diversity and inclusion to create relevant content. According to DiversityEdu (2020), “The results of our randomized, mixed-methods study prove that after taking DiversityEdu, people are more likely to engage with diversity, more likely to intervene during a microaggression, and feel more confident using diversity-competent terminology and skills” (para. 5).

Ibarra (2009) wrote, “Context Diversity describes an emerging transformative paradigm that emphasizes reframing rather than reforming academic cultures to address the needs of all populations, and especially underrepresented groups” (para. 6). Institutions will need to think about the ever-changing demographics of the communities they serve and consider the needs of those underrepresented groups. “Reframing suggests expanding,” Ibarra said, “not necessarily eliminating or reforming those ways in which we teach, learn and do research”

(para. 18). One idea is to expand service learning projects in underrepresented communities thereby benefiting the community, enhancing students' educational experiences, and recruiting from underrepresented populations. Data from students participating in these experiences could be tracked to determine if success rates were impacted. This could be used by Instruction and Service Learning to expand outreach in terms of project development as well as student recruitment. The potential opportunities for didactic learning, civic engagement, and expanding social justice are limitless.

SUGGESTIONS FOR FURTHER COLLABORATION

In addition to further research, there are many opportunities for further collaboration that will help close the equity gap. The GOO Committee should continue collaboration with the Diversity Office to sponsor diversity events such as the Black Love day, the Black Unity Conference, and the pre-Kwanza celebration. Beyond those annual events that expand cultural knowledge and belonging prospects, there is an opportunity to highlight contributions through the Diversity Office by spotlighting the significant individual contributions of GOO faculty through "Spotlights on Diversity." This is a special series sponsored by the Diversity Office at Sinclair. Posters are placed throughout campus, and stories are shared via social media to celebrate differences and the impact that our diverse faculty have on students, community, staff, and other faculty members. The challenge is to expand this practice to a monthly celebration rather than just during African American History Month. This practice could be emulated by any school or organization that wants to highlight the great work of their diverse faculty and show the incredible contributions that are often unnoticed, particularly when the impact does not directly affect the majority in the community. This would demonstrate a

commitment from the institution to the program and show that these faculty members' contributions are valued. It would also communicate widely to the community one of the ways that the institution is working to achieve equity.

CONCLUSION

Evidence exists that small changes can have an impact on closing the equity gap for African American faculty and subsequently African American students. Leaders must be willing to change the status quo and embrace creative programs such as the GOO program at Sinclair. In addition to GOO programs, diversity initiatives must be implemented to reduce the equity gap and stop the systemic impact of racist hiring practices whether implicit or overt. The literature review identified the required elements to develop a successful program. Those elements include "access and support of senior faculty mentors, peer networking, professional skill development, and knowledge of institutional culture" (Daley et al., 2011, p. 816). Three major benefits can be realized by improving the understanding and application of the six faculty competencies for GOO faculty: (1) increased retention of GOO faculty, (2) enhanced ability to recruit additional African American faculty, and (3) improved experiences for faculty participating in the GOO program by creating a stronger sense of belonging. Engaging these strategies and furthering research in this area will generate benefits that will help close the equity gap in American community colleges and begin a long process of learning and improving.

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APPENDIX A: AGENDA FOR COMPRESSION PLANNING SESSIONS

OVERALL PROJECT PURPOSE: To identify opportunities to improve faculty development for GOO faculty

BACKGROUND: Provided by Jennifer Kostic

PURPOSES OF THIS SESSION:

1. To identify the specific improvements necessary for each critical performance area to better prepare faculty for promotion, tenure, merit and to improve retention
2. To translate those ideas into specific tasks for the researcher to develop a training plan

NON-PURPOSES OF THIS SESSION:

1. To discuss what has not worked in the past
2. To discuss what we think will not work now
3. To make long comments
4. To tell war stories
5. To use electronic devices
6. To have side conversations

Time	Activity
12:00-12:10 PM	Overview of background, purposes, non-purposes, and introductions
12:10-12:25 PM	CPA 1
12:25-12:30 PM	Dot the top ideas (Top 3-5)
12:30-12:45 PM	CPA 2
12:45-12:50 PM	Dot the top ideas (Top 3-5)
12:50-1:05 PM	CPA 3
1:05-1:10 PM	Dot the top ideas (Top 3-5)
1:10-1:25 PM	CPA 4
1:25-1:30 PM	Dot the top ideas (Top 3-5)
1:30-1:45 PM	CPA 5
1:45-1:50 PM	Dot the top ideas (Top 3-5)
1:50-2:05 PM	CPA 6
2:05-2:10 PM	Dot the top ideas (Top 3-5)
2:10-2:20 PM	Other ideas
2:20- 2:30 PM	Wrap-up of the Compression Planning Session

APPENDIX B: DATA TRACKING FOR COMPRESSION PLANNING RESPONSES

Data Tracking for Compression Planning Responses				
(Highlighting denotes the topics that yielded the most votes during the Compression Planning process.)				
The research questions:	Type of Information Needed	Information Yielded	Method of Data Collection	# of Dots
1. What was missing from the faculty development for CPA 1? 2. What was missing from the faculty development for CPA 2? 3. What was missing from the faculty development for CPA 3? 4. What was missing from the faculty development for CPA 4? 5. What was missing from the faculty development for CPA 5? 6. What was missing from the faculty development for CPA 6?	(a) Contextual (b) Demographic (c) Perceptual	(a) Background, history, culture, mission, etc. (b) Age, gender, ethnicity, discipline etc. (c) Participants' attitudes, perceptions, ideas, thoughts, etc.		
SESSION WITH FACULTY				
What was missing from the faculty development for CPA 1?	C	Emphasis on CTL Training	Focus Group	9
What was missing from the faculty development for CPA 1?	C	Focus on completion of the master's degree	Focus Group	1
What was missing from the faculty development for CPA 1?	C	Focus shifts to teaching based on schedule	Focus Group	1
What was missing from the faculty development for CPA 1?	C	Be familiar with professional organizations in your discipline	Focus Group	1
What was missing from the faculty development for CPA 1?	C	Make sure the chairperson is aware of the faculty members degree program	Focus Group	2
What was missing from the faculty development for CPA 1?	C	Faculty should make themselves aware of the departments responsibilities	Focus Group	2
What was missing from the faculty development for CPA 1?	C	Pair up with new and tenured GOO faculty as well as other faculty at the college	Focus Group	9
What was missing from the faculty development for CPA 1?	C	Follow up with the mentor	Focus Group	0
What was missing from the faculty development for CPA 1?	C	Present at conferences	Focus Group	2
What was missing from the faculty development for CPA 1?	C	Sinclair should provide assistance with faculty if they are struggling with their master's program	Focus Group	6
What was missing from the faculty development for CPA 1?	C	Publish GOO information in eLearn as a repository for faculty and chairs	Focus Group	3
What was missing from the faculty development for CPA 1?	C	Scale out the three-year program based on each GOO faculty member	Focus Group	0

What was missing from the faculty development for CPA 1?	C	Provide an FPR guide for chairs and faculty	Focus Group	5
What was missing from the faculty development for CPA 2?	C	Need to observe every faculty member in the department during the 1 st semester	Focus Group	2
What was missing from the faculty development for CPA 2?	C	CTL should offer “how to teach” sessions	Focus Group	1
What was missing from the faculty development for CPA 2?	C	GOO should participate in team teaching to build experience	Focus Group	16
What was missing from the faculty development for CPA 2?	C	Observe other professors in your discipline	Focus Group	4
What was missing from the faculty development for CPA 2?	C	Clear expectations need to be provided for GOO faculty regarding each course they are teaching	Focus Group	5
What was missing from the faculty development for CPA 2?	C	Pedagogy needs must be defined and department expectations set	Focus Group	6
What was missing from the faculty development for CPA 2?	C	College needs to provide an overall expectation of their ideas of teaching and learning	Focus Group	1
What was missing from the faculty development for CPA 2?	C	External training should be provided to help faculty complete their FPR	Focus Group	0
What was missing from the faculty development for CPA 2?	C	Training on how to determine if your teaching is connecting with the students	Focus Group	0
What was missing from the faculty development for CPA 3?	C	Standard worksheet should be provided to give examples of formative and summative assessments	Focus Group	12
What was missing from the faculty development for CPA 3?	C	Clear examples must also be provided from the department to build understanding of this competency	Focus Group	5
What was missing from the faculty development for CPA 3?	C	Read Cross’s book Classroom Assessment Techniques	Focus Group	2
What was missing from the faculty development for CPA 3?	C	Provide training on creating assessments such as tests and quizzes	Focus Group	2
What was missing from the faculty development for CPA 3?	C	Provide help to faculty to implement assessment techniques in the classroom. Practice	Focus Group	6

What was missing from the faculty development for CPA 3?	C	Complete the CTL assessment Track	Focus Group	4
What was missing from the faculty development for CPA 3?	C	Peer Reviews	Focus Group	4
What was missing from the faculty development for CPA 4?	C	Clear examples from the top	Focus Group	6
What was missing from the faculty development for CPA 4?	C	Provide training on Chickering via the CTL	Focus Group	14
What was missing from the faculty development for CPA 4?	C	Encourage GOO faculty to get involved with Student organizations	Focus Group	5
What was missing from the faculty development for CPA 4?	C	Examples from others in your department scaled out	Focus Group	1
What was missing from the faculty development for CPA 4?	C	Encouraging support of existing student based programs such as UAMP and LSAMP	Focus Group	6
What was missing from the faculty development for CPA 4?	C	Foster sense of inclusion to support activities on campus with classes. i.e. explaining when faculty can take their classes or incorporate activities into their curriculum	Focus Group	6
What was missing from the faculty development for CPA 4?	C	Encourage student participation in programs such as UAAMP	Focus Group	5
What was missing from the faculty development for CPA 4?	C	Educate faculty on campus resources	Focus Group	6
What was missing from the faculty development for CPA 4?	C	Provide a list of community partnerships	Focus Group	0
What was missing from the faculty development for CPA 4?	C	Training on when to hand off students for services	Focus Group	0
What was missing from the faculty development for CPA 5?	C	Encouraging GOO faculty to become course coordinators	Focus Group	13
What was missing from the faculty development for CPA 5?	C	Addressing the monopoly of course coordinators	Focus Group	4
What was missing from the faculty development for CPA 5?	C	Provide clear emphasis on GOO participation	Focus Group	0
What was missing from the faculty development for CPA 5?	C	Provide training on the program review process to include an update on the specific department	Focus Group	3
What was missing from the faculty development for CPA 5?	C	Training on the Sinclair Curriculum design process	Focus Group	10
What was missing from the faculty development for CPA 5?	C	CTL Training on how to design courses	Focus Group	4
What was missing from the faculty development for CPA 5?	C	Understanding Elearn and Quality Matters	Focus Group	1

What was missing from the faculty development for CPA 6?	C	Educate faculty on 403b	Focus Group	6
What was missing from the faculty development for CPA 6?	C	Educate GOO on faculty governance	Focus Group	1
What was missing from the faculty development for CPA 6?	C	Explain the role the levy plays	Focus Group	0
What was missing from the faculty development for CPA 6?	C	Define what counts as community service	Focus Group	3
What was missing from the faculty development for CPA 6?	C	Explain the expectation to be involved in the Dayton community	Focus Group	12
What was missing from the faculty development for CPA 6?	C	Help GOO faculty understand how to connect community service to Sinclair	Focus Group	1
What was missing from the faculty development for CPA 6?	C	Department specific examples need to be provided	Focus Group	10
What was missing from the faculty development for CPA 6?	C	Everyone should wear Sinclair gear	Focus Group	0
PARKING LOT	C	Communicate the 3-year teaching plan	Focus Group	
PARKING LOT	C	Provide a list of Sinclair Acronyms	Focus Group	
PARKING LOT	C	Awareness of Compensation	Focus Group	
PARKING LOT	C	Creation of a GOO handbook	Focus Group	
SESSION WITH SUPERVISORS				
What was missing from the faculty development for CPA 1?	C	Shadow mentors at professional conferences	Focus Group	3
What was missing from the faculty development for CPA 1?	C	Develop a list of required CTL courses	Focus Group	5
What was missing from the faculty development for CPA 1?	C	Provide a list of local conferences such as SOCHE & OACC	Focus Group	0
What was missing from the faculty development for CPA 1?	C	Identify gaps between teaching role responsibilities and earning the degree	Focus Group	2
What was missing from the faculty development for CPA 1?	C	Identify academic journals & databases	Focus Group	1
What was missing from the faculty development for CPA 1?	C	Develop guidelines for faculty mentors to help faculty select courses	Focus Group	4
What was missing from the faculty development for CPA 1?	C	Train the trainer training for mentors and chairs	Focus Group	0
What was missing from the faculty development for CPA 1?	C	Training for HR to support GOO hiring	Focus Group	0

What was missing from the faculty development for CPA 1?	C	Require GOO faculty to present during first year as part of a CIT	Focus Group	5
What was missing from the faculty development for CPA 1?	C	Generate sample list of CITs for GOO faculty	Focus Group	
What was missing from the faculty development for CPA 2?	C	Helping faculty understand that good teaching is more than using PowerPoint	Focus Group	1
What was missing from the faculty development for CPA 2?	C	Participating in observations and being a peer reviewer	Focus Group	6
What was missing from the faculty development for CPA 2?	C	Spend hours in the Tutoring and Learning Center to get to know Sinclair students	Focus Group	1
What was missing from the faculty development for CPA 2?	C	Team/student teaching model- shadow during the first year	Focus Group	2
What was missing from the faculty development for CPA 2?	C	Conduct an Exit interview at the end of GOO	Focus Group	3
What was missing from the faculty development for CPA 2?	C	Communicate transparently the 3-year GOO teaching model	Focus Group	1
What was missing from the faculty development for CPA 2?	C	The chair should conduct formal check-ins with scheduled classroom observations	Focus Group	6
What was missing from the faculty development for CPA 2?	C	Expectations every year to build the toolbox.	Focus Group	0
What was missing from the faculty development for CPA 3?	C	Require GOO faculty to complete the curriculum & assessment track through the CTL	Focus Group	8
What was missing from the faculty development for CPA 3	C	Attend the assessment conference with your mentor	Focus Group	2
What was missing from the faculty development for CPA 3	C	Train faculty on the nuts and bolts of grading Grade norming Time management Rubric use and development	Focus Group	6
What was missing from the faculty development for CPA 3	C	Identify resources to support understanding of assessment and evaluation through the library	Focus Group	1
What was missing from the faculty development for CPA 3	C	Train them on using data to analyze test results	Focus Group	1
What was missing from the faculty development for CPA 3	C	Create a CIT to attend the Data summit in the first year	Focus Group	1
What was missing from the faculty development for CPA 3	C	Model providing meaningful feedback to students	Focus Group	1

What was missing from the faculty development for CPA 4?	C	Have GOO Faculty look at curriculum or course shell and identify where they see the student development opportunities	Focus Group	1
What was missing from the faculty development for CPA 4?	C	Have them attend a student club meeting	Focus Group	0
What was missing from the faculty development for CPA 4?	C	Encourage GOO faculty to engage students by connecting to Sinclair Talks Theatre performances Diversity series Art galleries Symposiums	Focus Group	7
What was missing from the faculty development for CPA 4?	C	Teach them how to build assignments so they are student development centered	Focus Group	3
What was missing from the faculty development for CPA 4?	C	Provide samples of CITs in student development	Focus Group	2
What was missing from the faculty development for CPA 4?	C	Have GOO faculty member sit in on difficult conversation with students in the program	Focus Group	2
What was missing from the faculty development for CPA 4?	C	Help them understand boundaries	Focus Group	3
What was missing from the faculty development for CPA 5?	C	Teach them how to design a scaffolded syllabus	Focus Group	1
What was missing from the faculty development for CPA 5?	C	Encourage them to serve on textbook committee	Focus Group	1
What was missing from the faculty development for CPA 5?	C	Conduct an exercise where they evaluate or assess a course assignment	Focus Group	0
What was missing from the faculty development for CPA 5?	C	Encourage them to get involved with course redesign earlier in their career	Focus Group	2
What was missing from the faculty development for CPA 5?	C	Provide training on developing test questions	Focus Group	0
What was missing from the faculty development for CPA 5?	C	Have them look at the curriculum from an equity lens	Focus Group	6
What was missing from the faculty development for CPA 5?	C	Have them design a course in the 2 nd year of GOO	Focus Group	1
What was missing from the faculty development for CPA 5?	C	Complete the Curriculum and Assessment Track	Focus Group	3
What was missing from the faculty development for CPA 5?	C	Get involved with online course development early	Focus Group	4

What was missing from the faculty development for CPA 6?	C	Make sure they understand that they can participate in college-wide committees	Focus Group	3
What was missing from the faculty development for CPA 6?	C	Have them engage in SCC Talks, levy, POSSE events, support the foundation	Focus Group	1
What was missing from the faculty development for CPA 6?	C	Help GOO faculty make personal connections to the community work they are already doing	Focus Group	1
What was missing from the faculty development for CPA 6?	C	Participate in recruitment events	Focus Group	9
What was missing from the faculty development for CPA 6?	C	Serve as a judge during the honors symposium, tech prep, and biology events.	Focus Group	3
Parking Lot	C	Connect GOO faculty to the diversity office	Focus Group	
Parking Lot	C	Create a more collaborative environment for new and old GOO faculty	Focus Group	
Parking Lot	C	Create more excitement about the program	Focus Group	
Parking Lot	C	Encourage collegiality from all	Focus Group	
Parking Lot	C	Enhance the faculty mentoring plan	Focus Group	
Parking Lot	C	Formalize training for GOO chairs	Focus Group	
Parking Lot	C	Evaluate the onboarding process for GOO faculty	Focus Group	

APPENDIX C: DIVERSITY RECRUITMENT STRATEGY



DIVERSITY RECRUITMENT STRATEGY

Sinclair Community College's Mission: Find the need and endeavor to meet it by providing high quality, accessible learning as a college of and for the community.

SINCLAIR'S THREE STRATEGIC PRIORITIES

ALIGNMENT - Southwestern Ohio citizens, communities, and businesses will be served with educational programs and services that are aligned to the economy and the social needs of this region.

GROWTH - The number of college students will grow, as will the rate of their success. More businesses and community organizations will receive more training and development services. Efficiency and effectiveness will grow.

EQUITY - The student body, faculty, and staff will reflect the holistic diversity of the region, and success achievement gaps between groups will be eliminated.

WHAT IS DIVERSITY?

- Diversity refers to the individual and group social differences that exist among people. The concept of diversity at Sinclair Community College encompasses the acceptance, inclusiveness, engagement, and mutual respect among students, faculty, staff, administrators, and members of the broader community.
- Diversity means understanding that each individual is unique, and by recognizing these individual differences and similarities, we add to the richness and texture of the educational experience.
- Differences and similarities can exist along various human dimensions, including but not limited to race, ethnicity, gender, sexual orientation/gender identity/expression, socioeconomic status, age, disability, religious belief, political belief, cultural perspective, other ideologies, veteran status, and country of origin.
- Honoring diversity requires a system that represents, supports, and respects these dimensions. This system constructs policies, practices, and structures to prepare students to be successful within college, local, regional, and global communities.

WHY IS DIVERSITY RECRUITMENT IMPORTANT?

Recruiting a diverse staff is essential to our sustainability. Enriching our employee pool with, for example, different genders, races, and nationalities is fundamental to advancing our intuition's combined intellectual potential (Rock & Grant, 2016, para. 14). Having diverse staff and staff enables us to understand and meet the needs of people from diverse perspectives and creates an atmosphere that supports positive relationships and communications. Different backgrounds and perspectives lead to a variety of ideas, knowledge, and ways of doing things. Through building a reputation for valuing differences, we can attract talented employees who know that we will appreciate and utilize the skills, backgrounds, perceptions, and knowledge they bring to the table. This leads to greater commitment and higher productivity. By making diversity recruitment deliberate, we can attract employees who might not otherwise consider Sinclair and who can enrich and broaden our community.

GOALS

Sinclair will be viewed as an institution that is welcoming to all, as evidenced by a climate of acceptance and inclusiveness among faculty, staff, and students. Everyone will understand the importance of cultural competency and embrace their role as global citizens. We will

- Cultivate and maintain a diverse, inclusive, and equitable campus climate for everyone who chooses Sinclair as a destination to study, work, or meet.
- Attract and retain a diverse faculty and will attract, retain, and graduate a diverse student body, all of whom will be representative of the communities we serve.
- Set the standard, provide the support, and drive individual accountability for everyone within Sinclair for respecting and contributing to an environment that is diverse, inclusive, and equitable in its treatment of all people.

TRAINING

All search committee members are required to complete diversity training that is specific to the search process. Training will help committee members recognize their own biases, both conscious and unconscious. For example, questions will be considered such as

- Do you tend to "tune out" those with foreign or regional accents? Do you feel uncomfortable around people with disabilities?
- Do you make assumptions about graduates of religious schools, Historically Black Colleges, or women's colleges, or about scholarship in women's or minority studies?
- Do you believe that a younger person will be quicker and more creative than an older person?

A good place to start identifying one's own biases is with the Implicit Association Tests on topics including age, gender, sexuality, and disability at

<https://implicit.harvard.edu/implicit/demo/selectatest.html>.

BEGINNING THE SEARCH

Evaluate the diversity of your current team and consider these questions:

- What are the diversity strengths in my department?
- How can I build on those strengths?
- What are the diversity challenges in my department?
- How can I address those challenges?
- What are we not doing or what could we do differently or better in my department?

Human Resources must be included before launching a recruitment campaign. Meet with your HR representative to discuss hiring goals and the department's demographic profile. Highlight diversity goals associated with the position. If there are diversity goals, the recruitment strategy should reflect the required good faith efforts to have a diverse pool of applicants.

DIVERSITY ADVERTISING/ NETWORKING

To make connections to the diverse communities from which potential faculty and staff may be identified, be aware of these resources:

- Professional organizations representing diverse groups
- National Black MBA Association - Advertise online and attend their annual meeting
- Diverse affinity groups in the community - Fraternity and sorority groups, church groups, NAACP, Urban League, etc.
- Conferences
- Seminars
- Job fairs and networking events
- Online professional social networking media such as LinkedIn and Facebook
- Friends, neighbors, and colleagues
- Advertise using diverse resources such as
 - *INSIGHT into Diversity*
 - *Chronicle of Higher Education* - using their online diversity network
 - *Journal of Diversity in Higher Education*
 - American Council on Education (ACE)

HOW TO PROMOTE SINCLAIR COMMUNITY COLLEGE

It is not enough just to locate potential diverse new hires; you also have to convince others to work in your department/center. We all must serve as recruiters and be ready to share the following talking points:

- Our commitment to and progress in hiring for diversity
- The Grow Our Own Program
- Completion initiatives (reducing the equity gap for African American male students)

SELECTING CANDIDATES FOR CONSIDERATION

As you follow the general steps of selecting candidates for interviews, follow these guidelines to ensure diversity in the candidate pool and enhance your interviewing and selection process:

1. Human Resources will select an inclusive interview team from the approved pool of faculty and staff who have completed the diversity training.
2. Use the screening process to include rather than exclude candidates and to avoid missing attractive candidates.
3. When reviewing qualifications, consider how each applicant might enhance diversity in the department and college wide.
4. Some applicants may expressly identify themselves as diverse; in other cases, a resume or application may reflect diversity affiliations, such as membership in a diverse organization or attendance at a Historically Black College, or a women-only, or disability-focused school.
5. If after screening candidates you find that there are only a few diverse candidates remaining, take a fresh look at those who have been passed over to make sure you have not overlooked any potentially attractive candidates.
6. If a diverse pool still does not exist, you must notify the dean/director and Human Resources. HR will review the process to determine if the search can proceed with the current pool or if it must be re-advertised.
7. Avoid making assumptions about a diverse candidate's ability to conform or "feel comfortable" on your team or in the position. For example, do not assume that a female candidate would not be compatible with your all-male team or that an African-American candidate would not be able to relate to your largely Caucasian constituents.
 - a. Focus first on the candidate's similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. For example, if your constituents are fast-paced, does the candidate have a similar style?
 - b. Next, consider whether the candidate's differences matter to the work he or she would do and how those differences might actually enhance your team and its efforts.

8. Avoid prematurely labeling one or more of your candidates as the “most promising” until all candidates have been considered. This will help ensure that all qualified candidates receive equal consideration.
9. Prepare yourself with answers to questions diverse candidates are likely to ask. For example, diverse job candidates often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position there.
10. Be prepared to answer these commonly asked questions such as:
 - a. What are my chances for progressing/advancing my career here?
 - b. Do you have a formal mentoring program and/or career development program?
 - c. What does Sinclair Community College do in terms of community outreach efforts to collaborate with diverse groups?
 - d. Do you have employee affinity groups that focus on the needs of people like me and other groups?
 - e. Are managers trained to communicate with and manage diverse employees?
 - f. What initiatives has Sinclair Community College participated in regarding diversity?
 - g. Does Sinclair Community College have formal diversity initiatives and programs in place? (Harvard University, n.d.)

OPPORTUNITY HIRING

Ideally, opportunity hiring occurs in situations in which departments do not have a funded line available but have identified a highly qualified individual who adds a critical dimension of diversity to the department. The Chief Academic Officer has the ability to approve opportunity hires when the merits of hiring a particular underrepresented candidate, in terms of their potential contributions to the department, qualifications, and how they fit into the unit's plans for growth or change, show a clear benefit to the institution. This policy applies to tenure-track and non-tenure eligible faculty positions at any rank. The position for which the opportunity hire is intended must reside in a department in which there is an underrepresentation of people of color and/or a particular gender when compared to the nationally available pool of potential applicants within the discipline and the service community.

The Human Resources Office will assist departments in making this determination. In accordance with the definition of underrepresented in this context, the proposed opportunity hire must be a permanent resident or citizen of the U.S. While opportunity hire funding is best used in situations in which departments/units do not have a funded line available, they must anticipate being able to provide the majority of funding for the position

within three years. It is intended for recruitment purposes and can occur at any time, even if a search is not underway, and does not apply to faculty currently

GROW OUR OWN PLAN FOR FACULTY AND STAFF

- The Grow Our Own Faculty Program offers candidates with certain academic credentials the opportunity to obtain teaching experience while pursuing advanced academic studies within a prescribed and limited period.
- The Grow Our Own Staff Program offers candidates with certain academic credentials the opportunity to obtain staff experience while pursuing advanced academic studies within a prescribed and limited period.
- Minorities, women, and persons from economically disadvantaged backgrounds are encouraged to apply.
- Each year, Sinclair will select up to five faculty and two staff to participate.
- Each participant will be granted the appropriate rank for his or her position, and the minimum of the salary range will be assigned.
- Tuition reimbursement will be exempt from the yearly credit hour limitation and will be exempt from the one-year waiting period.
- Each participant will serve in his or her appropriate role depending on the needs of the department or division. These responsibilities will involve 75% of a full load, with the remaining 25% set aside for pursuing the master's degree or prescribed course of study. No overload/overtime will be permitted during the academic year.
- A Grow Our Own Mentor and Department Mentor will be assigned to each participant.

APPENDIX D: IRB APPROVALS



FERRIS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD FOR HUMAN SUBJECT RESEARCH

1010 Campus Drive FLITE 410 Big Rapids, MI 49307 | (231) 591-2553 | www.ferris.edu/irb

Date: November 7, 2019

To: Susan DeCamillis, Jennifer Kostic
From: Gregory Wellman, R.Ph, Ph.D, IRB Chair
Re: IRB Application for Review

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, "*Closing the Equity Gap*" and determined that it does not meet the Federal Definition of research on human subjects, as defined by the Department of Health and Human Services or the Food and Drug Administration. This project does not meet the federal definition of research on human subjects because this is a program improvement activity. As such, approval by the Ferris IRB is not required for the proposed project.

This determination applies only to the activities described in the submission; it does not apply should changes be made. If changes are made and there are questions about whether these activities are research involving human subjects, submit a new request to the IRB for determination. This letter only applies to Ferris IRB Review; it is your responsibility to ensure all necessary institutional permissions are obtained and policies are met prior to beginning the project, such as documentation of institutional or department support. Note that quality improvement project findings may be published, but any findings presented or published should be clearly identified as part of a quality improvement initiative and not as research.

Your project will remain on file with the Ferris IRB for purposes of tracking research efforts at Ferris. Should you have any questions regarding the determination of this letter, please contact the IRB.

Regards,

A handwritten signature in black ink, appearing to read "Gregory Wellman".

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

November 27, 2019

Jennifer Kostic
Associate Provost
Sinclair Community College

RE: Closing the Equity Gap

Dear Jennifer:

As chair of the Sinclair Institutional Review Board for the Protection of Human Subjects (IRB00005624), I am writing to inform you that I have reviewed your proposal and approved the protocol as it meets the criteria for expedited status as established by the U.S. Department of Health and Human Services under category seven. Please note that expedited proposals need not be reviewed by the full IRB (see Section 101, subsection b.1). Your planned research is fully compliant with Sinclair protocols.

Any serious adverse events or issues relating from this study must be reported immediately to the IRB. Additionally, any changes to protocols or informed consent documents must have IRB approval before implementation.

If you have any questions or concerns, please feel free to contact me. Good luck with your research.

Sincerely,



Chad Atkinson, Ph.D.
Manager of Research
Sinclair Community College, Research, Analytics, and Reporting
Chair, Sinclair Institutional Review Board
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