# E&E Committee “Homework”: Preparing to Enter a Conversation about Faculty Hiring and Equity

During our E&E meeting on November 9, members shared the following responses to the prompt stems:

When I reflect on the role of faculty hiring in the context of equity and eliminating achievement disparities, I **know (or am pretty sure) that** …

* When students have a teacher that looks like them, it increases their likelihood of success. However, this alone does not guarantee success – the person must also be culturally competent and use culturally relevant teaching.
* The “EEO” requirements are insufficient
* FH college has areas of growth
* People want to hire people that look and act like themselves
* The college is always trying to address this issue, it’s an ongoing conversation
* Hiring is doing its job to enforce whiteness
* It’s important because students are more likely to interface with an instructor than a classified staff member or administrator
* More work can be done in assessing what we mean by equity
* I know how it is to have teacher who was not culturally competent

When I reflect on the role of faculty hiring in the context of equity and eliminating achievement disparities, I **believe**…

* Hiring committees are comprised of humans, and that all humans have biases (implicit or explicit).
* We have a moral obligation to hire teachers who are culturally competent so we can truly serve our students
* Appreciation and respect for diversity is essential for us to recognize our full potential
* Any new hires should be a step toward making FH faculty more representative of student demographics (HF)
* There aren’t enough qualified candidates
* Implicit bias training and ongoing commitment should be required
* Those on hiring committees think they’re doing a good job but have strong unrecognized biases
* There are many qualified teachers and it’s on us to make the effort to find and recruit them. It will be more difficult than finding white women or men
* It’s important
* Students respond in positive ways when they see themselves reflected
* Needs to be better training/opportunities for applicants
* We could do better at being aware of our own biases
* This is an important enough priority we should be able to allocate appropriate budget to find/recruit diverse candidates
* Our public discourse is not reflected in our private practice (second that!)

When I reflect on the role of faculty hiring in the context of equity and eliminating achievement disparities, I **feel\***…

* Worried about barriers
* Hopeful about the potential
* Angry/frustrated that our system does not already recognize and respect that diversity is essential to learning
* Angry that we are not more intentional about our recruiting and outreach, and about addressing personal and institutional biases in our screening processes
* Frustrated embarrassed and disappointed we don’t do what we say we’re going to do
* Want to feel change
* Tired of calling on the same people when we need people of color to serve on committees

When I reflect on the role of faculty hiring in the context of equity and eliminating achievement disparities, I **want to**…

* Help us reframe the faculty hiring process to make the top priority to hiring excellent teachers who are culturally diverse, and culturally competent. Rethink our outcomes.
* Understand from past efforts, what’s worked and what hasn’t
* Have more diversity in faculty but realize it’s a struggle
* hire our part time faculty – they are more diverse than current full timers. PT faculty 6% better teachers than FT in this state
* Be more intentional in our recruiting and in raising consciousness of our racial biases
* Help us reframe the faculty hiring process to prioritize hiring excellent teachers who are culturally diverse, and culturally competent. Rethink our outcomes.