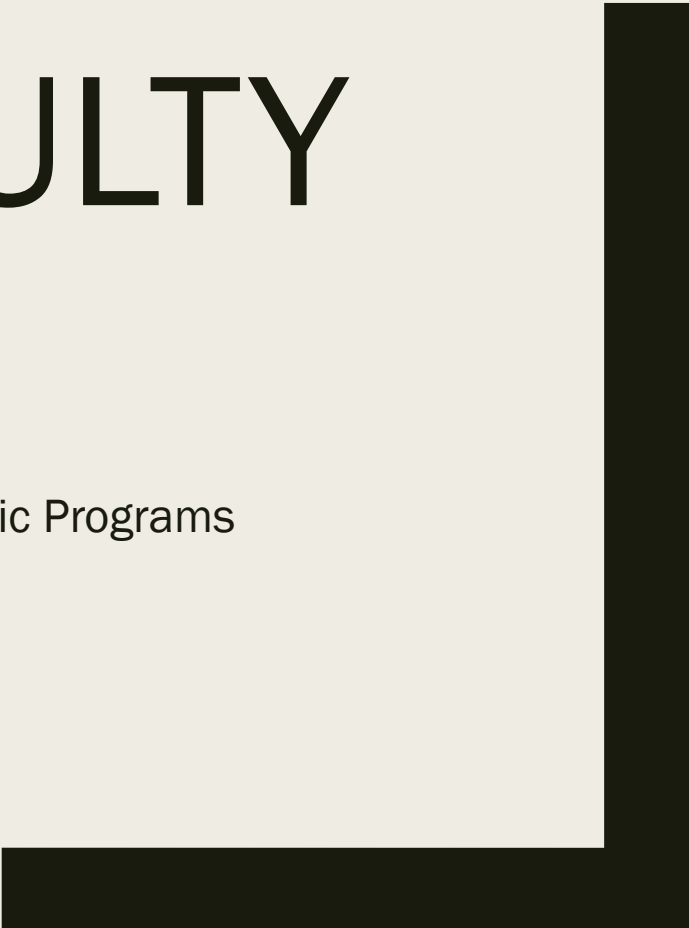




# EQUITY IN FACULTY HIRING

Dr. Gaye Lynn Scott, Associate Vice President, Academic Programs  
Austin Community College  
[glsc@austincc.edu](mailto:glsc@austincc.edu)



# What is Equity?

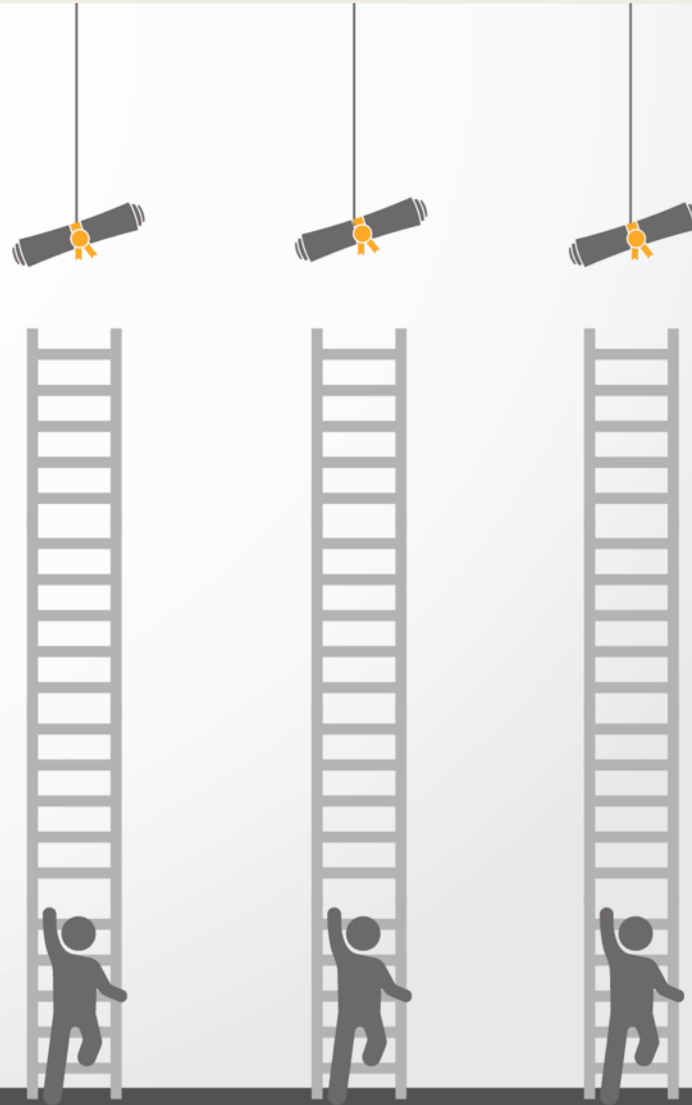
- Is it equality?
- Is it diversity?
- Is it inclusivity?

EQUALITY  
imagines an  
equal world.

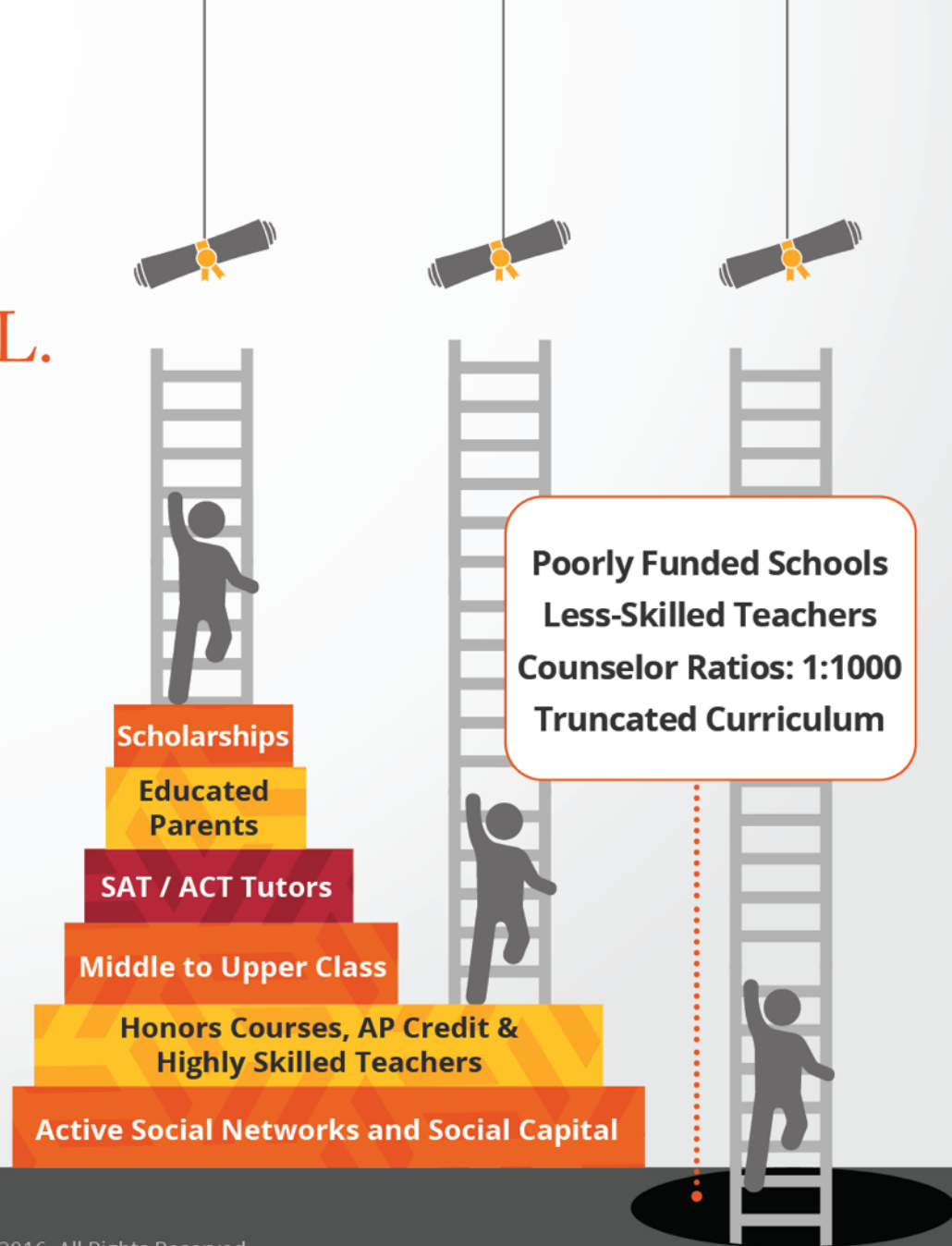
*"I care about all  
students equally"*



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But the world  
**ISN'T EQUAL.**

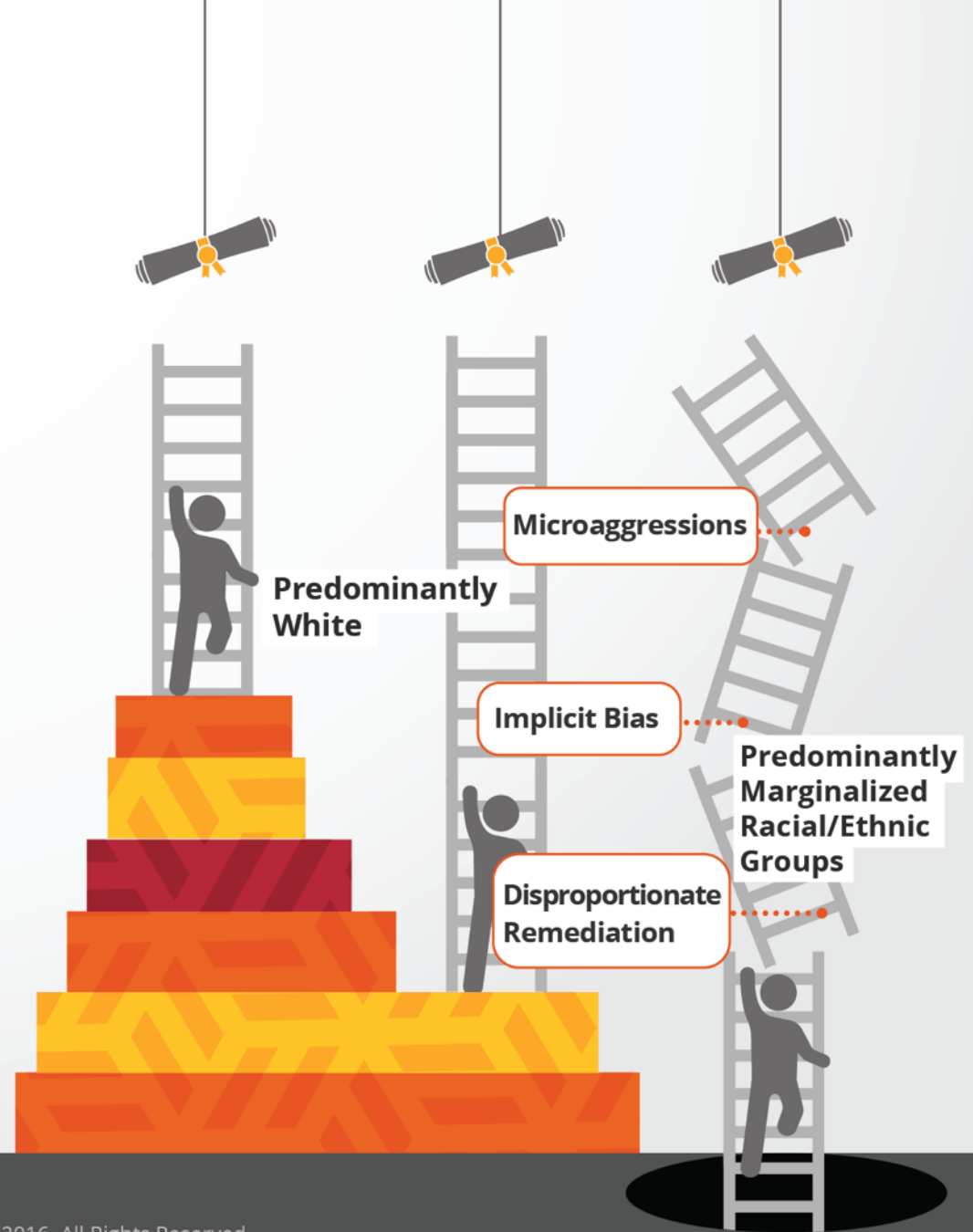


And it has

# BIAS AND SYSTEMIC RACISM.



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Within this same  
picture, a  
**DIVERSITY**  
lens focuses only  
on bringing more  
students into an  
unequal pathway.



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EDUCATION



In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



# Context

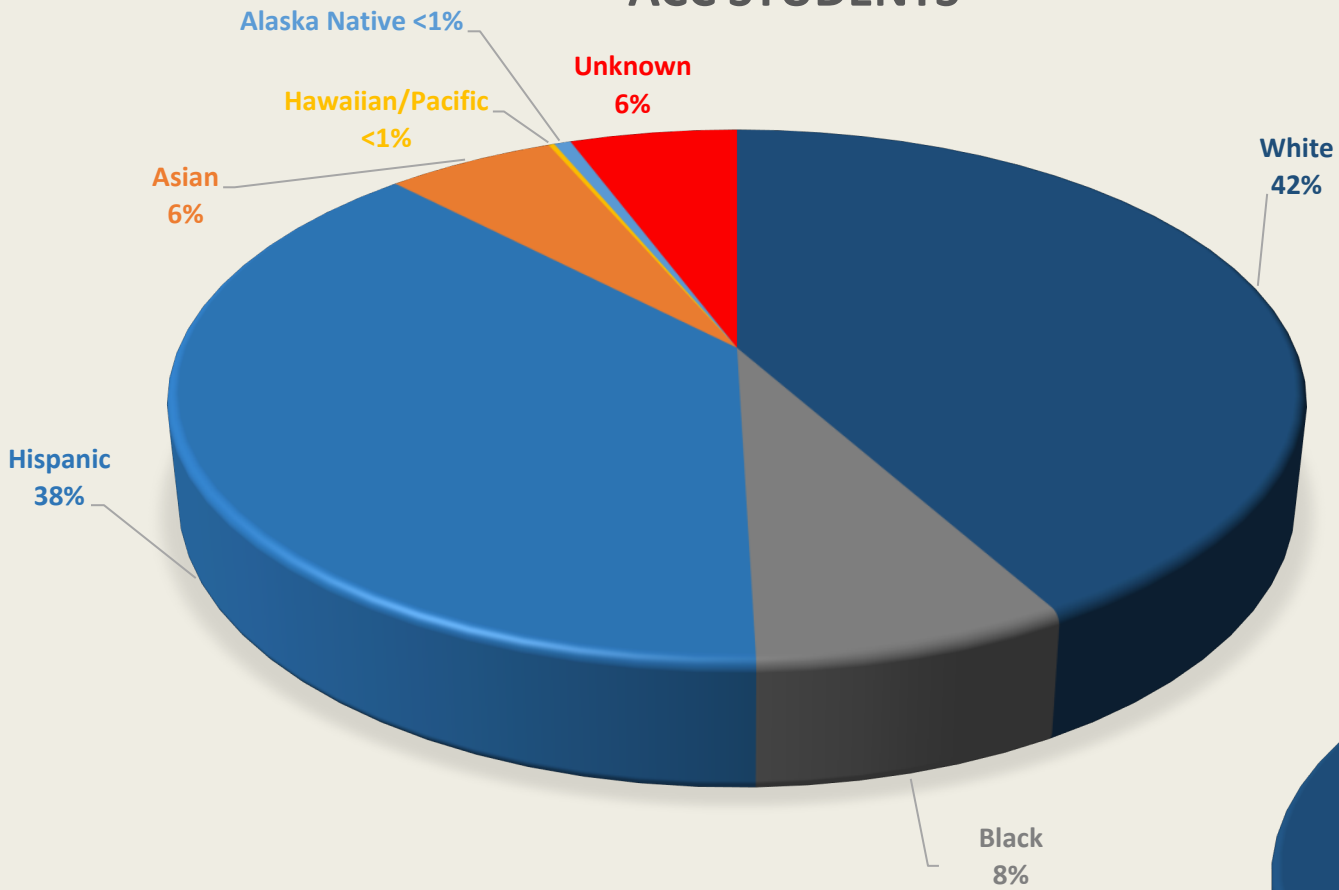
- ACC's strategic plan:
  - *Equity and access (identify and remove barriers)*
  - *Equitable and inclusive learning to support persistence and engagement*
  - *Equitable results in completion and transition to employment/transfer*
  - *Promote equitable student and employee success through effective and efficient operations and infrastructure*



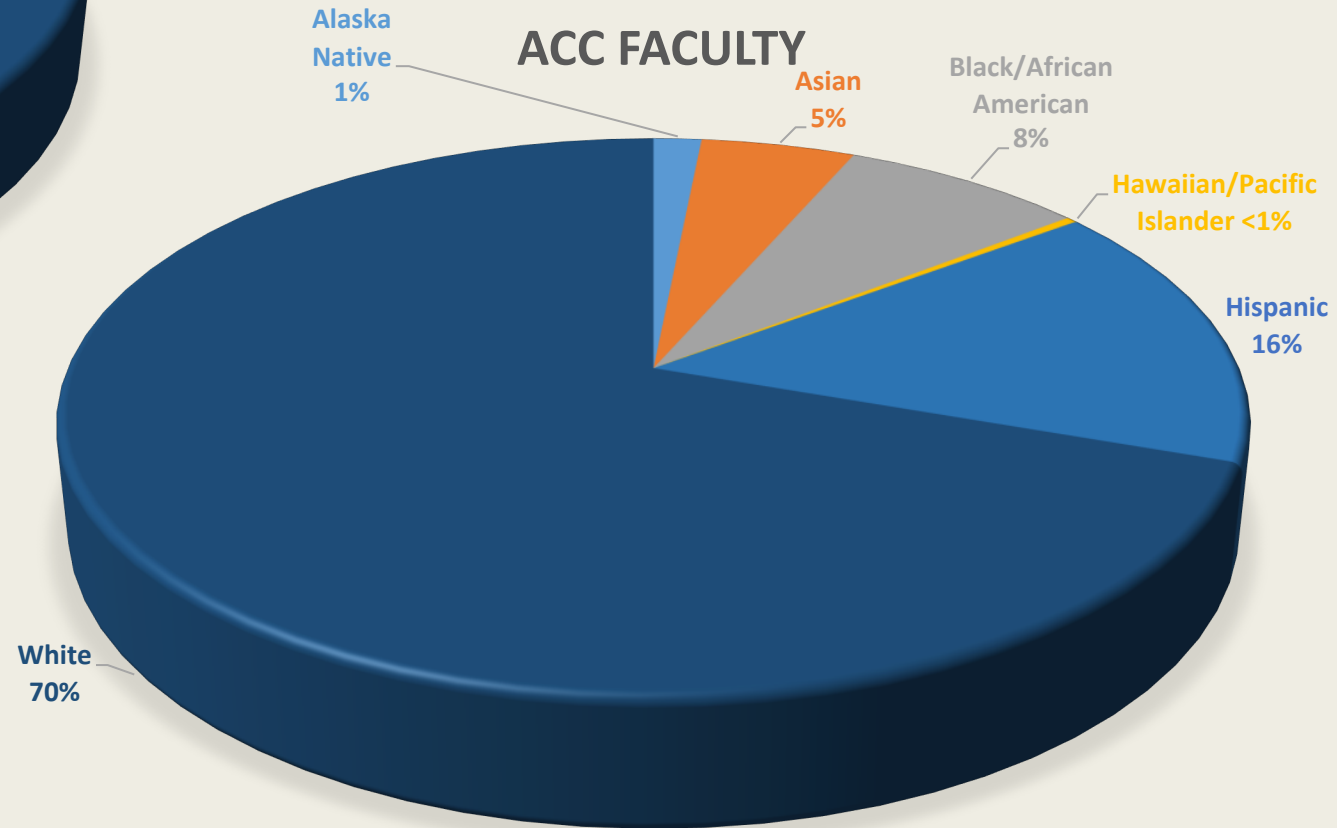
# Why Faculty Hiring?

- Faculty ARE the institution for most students
- Student success data show significant gaps by race and ethnicity
  - *Fix the ladder, not the student*
- We must fix the system, even if we didn't make it – or break it.
  - *Let's start with who the most crucial piece of the system.*

## ACC STUDENTS



## ACC FACULTY



# So, what did we do first (and second)?

- Tore up the job posting and started over to describe who we are, whom we serve, who we want to join us
  - *Added equity and diversity language throughout*
- Required applicants to submit a teaching philosophy statement and a statement of their past or expected future contributions to equity in higher education
- Rewrote the FT faculty hiring manual to embed an equity lens

# So, what did we do first (and second)?

- Required that every FT faculty hiring committee have representation from outside the discipline
- Deleted “preferred qualifications” from academic transfer postings
- Deleted requirement for teaching experience

# So, what did we do first (and second)?

- Developed and required equity training for every member of every FT faculty hiring committee
- Developed sample equity-minded interview questions
- Posted all jobs at the same time, kept them posted for 90 days, advertised much more broadly

# So, what did we do first (and second)?

- Required dean approval of interview questions
- Provided a summative, equity-based evaluation rubric to committees (for those whom they interviewed)

# What lessons did we learn?

- Communicate

- Communicate some more

# What lessons did we learn?

- Structural change
  - *Changes to job posting*
  - *Required committee training*

- Cognitive frame change
  - *Examine implicit bias*
  - *Question conceptions of merit and fit*



# What lessons did we learn?

- Recognize the impact of fundamentally changing the faculty hiring process
  - *This touches on a department's culture and sensibilities*
  - *It could imply that current faculty don't "make the grade"*
- Did we mention that we needed more communication?
  - *More consistent*
  - *More intentional*
  - *More*

# Next Steps: Communication

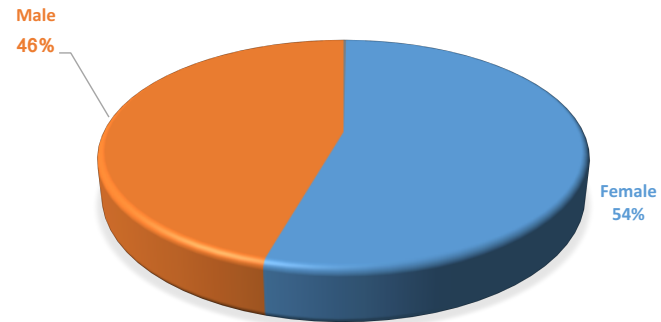
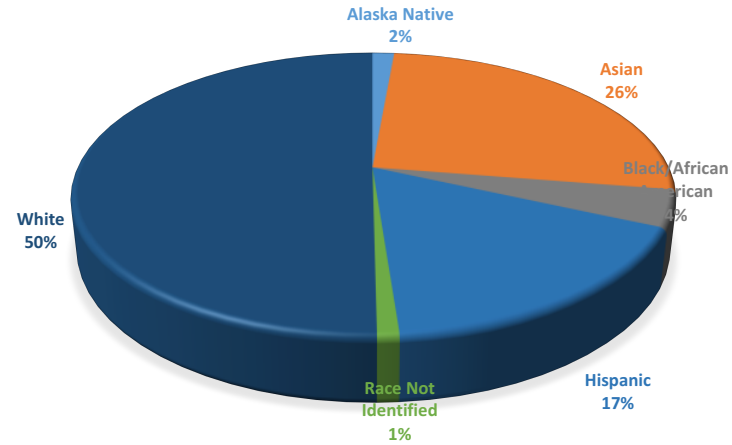
- “New to ACC” feature  
(distributed to all faculty)
- Article in *Fac/Staff Digest*
- AVPs in instruction will  
meet with all hiring  
committee chairs in their  
area
- Work with deans to stay  
abreast of hiring work
- Solicit regular updates  
from hiring committee  
chairs

# Next Steps: Process

For FT postings:

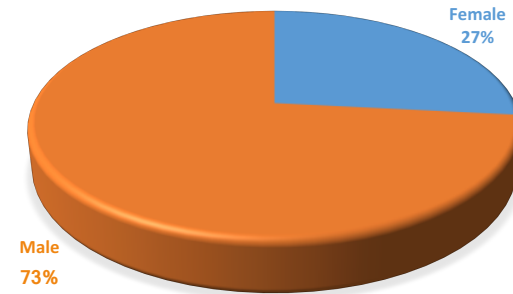
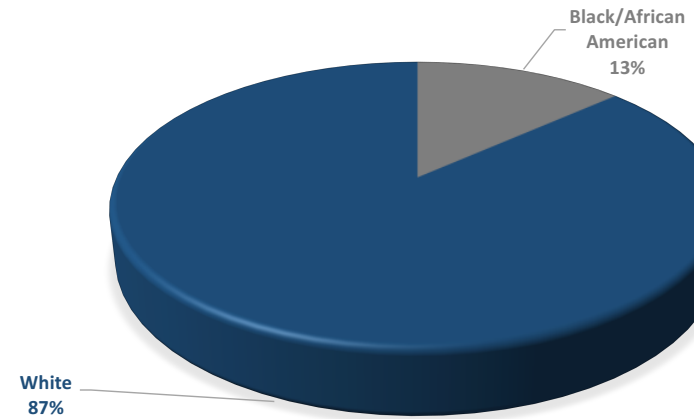
- Tweaks to job description
- Revisions to hiring manual
- More training of hiring committee members
- More sample interview questions
- Draft rubric for assessing applicants
- Require a minimum of 8 candidates to be interviewed per position

# HISTORY STUDENTS



Declared Majors: 498

# HISTORY FACULTY



FT Faculty: 15





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## CRITERIA FOR EQUITY-MINDED FACULTY HIRING

### POSSESSES CULTURAL COMPETENCE

- **ATTITUDES AND BELIEFS** component: understanding how one's own cultural conditioning affects personal beliefs and values
- **KNOWLEDGE** component: understanding and knowledge of the histories and worldviews of culturally different individuals and groups
- **SKILLS** component: use of appropriate intervention and communication skills

**EXAMPLE:** In order to lessen the chance of committing a microaggression for a minoritized student on the first day of class, an instructor institutes a practice to learn students names with the correct pronunciation.

Helms, J. E., & Richardson, T. Q. (1997). How "multiculturalism" obscures race and culture as differential aspects of counseling competency. In D. B. Pope-Davis & H. L. K. Coleman (Eds.), *Multicultural counseling competencies: Assessment, education and training, and supervision* (pp. 60-79). Thousand Oaks, CA: Sage

### ENGAGES IN CRITICAL SELF-REFLECTION TO ENSURE ONGOING IMPROVEMENT

- Possesses an **AWARENESS** of one's assumptions and perspectives.
- **QUESTIONS** the meaning of one's assumptions
- **CHALLENGES** one's patterns of thinking through deep and meaningful reflection
- Develops and experiments with **ALTERNATIVE** ways of acting in the setting.

**EXAMPLE:** Faculty member engages in regular, constructive peer assessment with a trusted colleague. During these assessments, the discussion focuses on instructor's strengths, weaknesses, and areas for development particularly, with racially minoritized students.

Mezirow, J. (1990) How critical reflection triggers transformative learning. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood* (pp. 1-20). San Francisco, CA: Jossey-Bass.

Stein, D. (2000) *Teaching critical reflection*. Retrieved from <http://www.calpro-online.org/eric/docs/mr00024.pdf>.

## FOCUSES ON INSTRUCTOR / INSTITUTIONAL RESPONSIBILITY

- Being willing to **ASSUME RESPONSIBILITY** for student outcomes instead of placing responsibility for inequities on students
- **QUESTIONS** patterns of educational outcomes that reveal unexplained differences for minoritized students
- Takes a **CRITICAL** approach to data that reinforces the role of institutions in readdressing race-based inequities and disparities in student outcomes

**EXAMPLE:** The instructor collects disaggregated data and critically reflects on what practices, policies or procedures are disadvantaging minoritized students.

Bensimon, E. M., & Malcom-Piqueux, L. E. (2012). *Confronting equity issues on campus: Implementing the equity scorecard in theory and practice*. Sterling, VA: Stylus.

## ACTS AS AN INSTITUTIONAL AGENT

- Holds (relative) **STATUS AND AUTHORITY** in a stratified system.
- Is **CRITICALLY CONSCIOUS** of how structural inequality and institutional bias oppress and mitigate opportunity.
- Mobilizes high-value resources and supports to help and **EMPOWER** racially minoritized students to navigate stratified systems, reach their goals, and change the world.

**EXAMPLE:** For a final project, an instructor asks students to examine an issue affecting their community. The instructor organizes an event with community leaders and politicians where students present their study findings and recommendations.

Stanton-Salazar, R. D. (2011). A social capital framework for the study of institutional agents and their role in the empowerment of low-status students and youth. *Youth & Society*, 43(3), 1066-1109.

## CONVEYS A BELIEF THAT STUDENTS ARE CAPABLE

- "...teacher expectations matter in the sense that they affect students' educational attainment."\*
- Belief in the capability of minoritized students manifests itself in the use of practices that **EMPOWER** students to draw on their own funds of knowledge to create learning.

**EXAMPLE:** The instructor asks his students to conduct their own research 'teach me something I don't know' about your community, thus engaging students in statistical methods that are meaningful to them.

\*Papageorge, N. W. and Gershenson, S., & Kang, K. (2016). *Teacher expectations matter*. (IZA Discussion Paper No. 10165). Bonn, Germany: IZA. Retrieved from <https://ssrn.com/abstract=2834215>.

## Faculty, Economics

Sample  
2009

**Grant Funded:** No  
**Supervisory:** No  
**FLSA Status:** Exempt  
**Pay Grade:** 99  
**Posting:** External  
**Job Title ID:** 250555  
**Job Series/Job Family:** Faculty Series / Faculty Family

### Reports To

Department Chair, Economics

### Job Purpose

To instruct students in Economics in accordance with College policy and procedures.

### Description of Duties and Tasks

*Essential duties and responsibilities include the following. Other duties may be assigned.*

#### **Required**

1. Instructs students in courses in Economics, including Macroeconomics and Microeconomics.. Provides learning activities that stimulate student involvement and encourage critical thinking.
2. Maintains regular office hours to assist students; responds to students' emails and voice mails in a timely fashion; performs accurate assessment of student performance.
3. Maintains professional competencies in the subject area and currency in instructional methodologies through professional associations and professional development.
4. Serves on college-wide and departmental committees as needed. May assist with registration processes.
5. May perform other related tasks as assigned by the Department Chair, Dean, and/or Executive Vice President.

### Knowledge

*Must possess required knowledge and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.*

#### **Required**

- Extensive knowledge of subject matter and relevant topics and issues in the teaching discipline.
- Knowledge of effective instructional techniques and innovative modes of course delivery adaptable to a variety of learning styles.
- Must be knowledgeable about and capable of using current technologies in the classroom and to convey online course content.
- Understanding the comprehensive mission and philosophy of community colleges.
- Sensitive issues relating to a diverse student body.
- Principles and practices associated with Servant-Leadership.
- Working cooperatively with colleagues.

### Skills

*Must possess required skills and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.*

#### **Required**

- Must demonstrate creativity and innovation in the field, service in the profession, and/or the community.
- Effective planning, organizing, communication, and interpersonal skills including use of tact and discretion and the ability to meet deadlines.
- Effectively assisting and assessing student learning.
- Interacting with students of diverse backgrounds.
- Being punctual for classes and office hours.
- Maintaining an established schedule, including evenings and weekends, including possible multiple campus locations that may vary by semester.
- Maintaining confidentiality of student information.

**Computer Skills*****Required***

- Demonstrated proficiency using computer applications, online resources, and other technologies for the classroom and online learning as well as to develop and build course content and perform administrative duties (posting office hours, syllabi, grades . . . etc.).

**Physical Requirements*****Required***

- Work is routinely performed in a classroom or office setting.
- Ability to communicate effectively with students and colleagues.

**Work Experience*****Preferred***

- Work experience teaching Economics courses at a community college.

**Education*****Required***

- In accordance with SACS accreditation standards a Master's degree in Economics or Master's degree with 18 graduate hours in Economics. Note: A Master's degree in Business Administration and/or graduate hours in Business Administration are not counted towards this requirement.

**Other*****Required***

- This is a Security Sensitive position. Pre-Employment Criminal History Checks are required. Official transcripts are required. Reliable transportation may be required for teaching in multiple campus locations.

**Safety*****Required***

- Work safely and follow safety rules. Report unsafe working conditions and behavior. Take reasonable and prudent actions to prevent others from engaging in unsafe practices.



## Faculty, Student Development

Sample  
2012

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Job Title ID:250666

Job Series/Job Family Faculty Series/Faculty Family

FLSA Status Exempt

Career Band/Level Pay Range Faculty 1/999

Grant Funded? No

Supervisory? No

Critical Classification? No

Reports To Department Chair, General Studies and Student Development

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### General Statement of Job

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To instruct students in Student Development courses in accordance with College policies and procedures.

### Description of Duties and Tasks

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Essential duties and responsibilities include the following. Other duties may be assigned.

---

1. Instructs students in the Student Development discipline. Provides learning activities that stimulate student involvement and encourage critical thinking.
2. Utilizes innovative teaching strategies to meet the learning needs of a diverse student population: including interactive video technology; online format and other uses of technology.
3. Maintains regular office hours to assist students; responds to students' emails and voice mails in a timely fashion. Responds to assignments and students' concerns in a timely manner; accurate assessment of student performance and timely filing of grades.
4. Maintains professional competencies in the subject area and currency in instructional methodologies through professional associations and professional development.
5. Plans and organizes syllabi, course work, study guides and other support material for the classroom setting as well as online learning. Participates in curriculum development, implementation, and review in accordance with college concerns.
6. Participates in graduation, general assembly, and other official College functions. Serves as an academic advisor to assigned students.
7. Serves on college-wide and departmental committees as needed.
8. Performs other related tasks as assigned by the Department Chair, Dean, Vice President of Instruction, and/or the Provost.

## Knowledge

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Must possess required knowledge and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

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- Awareness of and sensitivity to issues relating to a diverse student body.
- Principles and practices associated with Servant-Leadership.
- Knowledge of effective instructional techniques and innovative modes of course delivery adaptable to a variety of learning styles.
- Knowledge of and capable of using current technologies in the classroom and to convey online course content.
- Extensive knowledge of the discipline, subject matter, and related and/or relevant topics and issues in the teaching discipline.
- Understanding of the comprehensive mission and philosophy of community colleges.

## Skills

---

Must possess required skills and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

---

- Effective planning, organizing, communication, and interpersonal skills including use of tact and discretion and the ability to meet deadlines.
- Effective leadership, team building skills and a strong customer-orientation when working with diverse students, faculty, administration, community and business leaders.
- Effective assistance of student learning, using a variety of learning styles.
- Interacting with students of diverse backgrounds.
- Being punctual for classes and office hours.
- Maintaining an established schedule that may vary by semester and that may include evenings and weekends and multiple campus locations.
- Maintaining confidentiality of student information.

## Technology Skills

- 
- Experience using Blackboard and other online technologies and resources.
  - Demonstrated proficiency using computer applications, online resources, and other technologies for the classroom and online learning as well as to develop and build course content and perform administrative duties (posting office hours, syllabi, grades, etc.).

## Required Work Experience

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- None

## Required Education

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- SACSCOC requirements may differ depending on the courses taught within the discipline. For specific requirements by course, please see the current year Faculty Qualifications Table located at <http://www.austincc.edu/faculty/credentials/>.

## Special Requirements

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Licenses/Certifications; Other

---

- Reliable transportation may be required for teaching in multiple campus locations.

## Physical Requirements

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- Ability to communicate effectively with students.
- Work is routinely performed in a classroom setting.

## Safety

---

- Work safely and follow safety rules. Report unsafe working conditions and behavior. Take reasonable and prudent actions to prevent others from engaging in unsafe practices.

## Disclaimer

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The above description is an overview of the job. It is not intended to be an all-inclusive list of duties and responsibilities of the job, nor is it intended to be an all-inclusive list of the skills and abilities required to do the job. Duties and responsibilities may change with business needs. ACC reserves the right to add, change, amend, or delete portions of this job description at any time, with or without notice. Employees may be required to perform other duties as requested, directed, or assigned. In addition, reasonable accommodations may be made by ACC as its discretion to enable individuals with disabilities to perform the essential functions.



**Job Number 1910092**

## Faculty, History

*Current*

Closing Date: **01/10/2020**  
Target Start Date: **Fall 2020**  
Take me to [ACC's online application](#).

### Position Information

<b>Location</b>	As assigned.
<b>Hours</b>	As assigned.
<b>Salary</b>	Salary is assigned according to the Full-Time Faculty Salary Scale.
<b>FLSA Status</b>	Exempt
<b>Reports To</b>	Department Chair, History
<b>Criminal Background Check</b>	Pre-employment criminal background checks are required for all Staff and Faculty positions. Pre-employment urinalyses drug screens are also required for all top candidates considered for positions in ACC's College Police department.

### College Profile

Austin Community College (ACC) is a public two-year institution that serves a diverse population of approximately 41,000 credit students each fall and spring semester. Our identity as a community college is reflected in our mission statement. We seek to ensure student success and community development by providing affordable access to higher education and workforce training, through traditional and distance learning modes, including appropriate applied baccalaureate degrees, in our service area.

As a community college committed to our mission, we seek to recruit and retain faculty and staff that:

- Reflect the multicultural diversity of our community.
- Value intellectual curiosity and innovative teaching.
- Are attracted by the college mission to promote equitable access to educational opportunities.
- Care about student success for all students regardless of race and collaborate on strategies to facilitate success for underrepresented populations.
- Welcome diversity and model respectful interaction with others.
- Engage with the community both within and outside of ACC.

### Student Profile

Austin Community College District (ACC) is a Hispanic-Serving Institution. ACC's designation as a Hispanic-Serving Institution reflects the commitment the college has to supporting our students' educational goals as well as the economic and social well-being of the surrounding communities we serve. ACC currently enrolls approximately 41,500 students each Fall semester, over half of whom are non-white. In fall 2019, ACC's students were 42% White, 38% Latinx, 8% African-American, 6% Asian, <1% Pacific Islander, <1% Native-American, and 4% multiracial.

ACC pursues educational excellence by being accountable and committed to achieving diversity in our faculty and staff ranks. ACC seeks to be innovative in all its operations and provides students with guidance and support in achieving success in their educational goals, whether they are seeking a degree, successful transfer, employment or lifelong learning.

The ideal candidate will share ACC's commitment to educating its racially and socioeconomically diverse student population. In addition, the ideal candidate will be experienced in culturally-responsive academic practices for engaging with first-generation students and returning students who have been historically underserved.

The successful candidate will join a college dedicated to the use of curriculum that is responsive to the students it serves. Such curriculum includes use of pedagogical techniques that draw on a wide range of high impact and effective practices as well as varying culturally-relevant illustrations and approaches.

## Our Mission

The Austin Community College District promotes student success and community development by providing affordable access, through traditional and distance learning modes, to higher education and workforce training in its service area.

For more information, see <http://www.austincc.edu/about-acc/mission-statement>.

## Commitment to Equity and Inclusion

ACC is committed to the ongoing systemic changes needed to ensure the increased recruitment, inclusion, retention, and completion of historically underserved and underrepresented populations. Through continual strategic community engagement and professional development of administrators, faculty, staff, and students, the college demonstrates its dedication to fostering a culture and climate for equitable outcomes.

As an open access and low-cost institution, ACC is proud to serve a diverse student body. Dedicated faculty members are excellent professors who help students achieve their educational goals and are sensitive to the diverse cultures and socio-economic backgrounds of our students. In 2017 our faculty adopted a Statement of ACC Faculty Values. This Statement affirms that ACC's faculty members value collaboration, service, agency, scholarship, inclusion, and teaching, all of which attest to our commitment to equity, diversity, and inclusion at the heart of our mission.

## Current Work of the Department/Discipline

The History Department offers courses on campus and online across 11 campuses, and also offers dual enrollment college credit courses for area high school students. The department's course offerings include United States History, Texas History, Mexican-American History, Western Civilization, U.S. History with an African-American Emphasis, and world Civilization - but its bread and butter is U.S. History I and II. The Department believes in challenging but accessible course offerings along with learning through extensive reading and writing assignments. The History Department sponsors an annual Fall symposium with invited

guest speakers, and works collaboratively with the African-American Cultural Center, El Centro (the Latino/Latin American Studies Center), CPPPS (the Center for Public Policy and Political Studies), and the Peace and Conflict Studies Center.

## Job Summary

Responsible to prepare and deliver **History** coursework in engaging, innovative, and discipline-appropriate ways that reflect a commitment to success equity, respect for diversity, an understanding of culturally responsive teaching, and knowledge of the teaching field. Meets professional standards for faculty in accordance with college policies and procedures.

## Principal Responsibilities and Duties

- Prepare and teach courses in the field of **History** to a diverse and multicultural student population based on the department's approved course learning outcomes, utilizing a variety of instructional strategies appropriate to the needs of community college students and the standards of the discipline.
- Participate actively in departmental responsibilities and departmental governance, including curriculum review and revision, program review, assessment of student learning outcomes at the course and program level, and other departmental activities.
- Evaluate student progress and provide clear, timely feedback reflecting program learning outcomes and departmental expectations.
- Serve as a mentor to students in the **History** program.
- Provide teaching and mentoring services to students in a manner which does not discriminate based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, political affiliation, or other protected categories.
- Remain current in the field through a variety of professional development activities.
- Support division and department goals through active and collegial engagement in decision-making and unit-level planning.
- Serve on collegewide and departmental committees, councils, work groups, and task forces.
- Perform other related tasks as assigned by the department chair, dean, and/or associate vice president, vice president, executive vice president.

## Principal Professional Standards

- Appropriate use of the college's learning management system.
- Meet deadlines for attendance certification and submission of final course grades.
- Participate in graduation, general assembly, and other official college functions.
- Maintain regular office hours to assist students and improve student retention and success.
- Attend and participate in collegewide, campus, department, or other activities and meetings.
- Recognize and reflect standards of civility and collegiality in all interactions.
- Comply with published college policies and procedures and meet professional standards for teaching in a community college.

## Required Education

- In accordance with Southern Association of College and Schools Commission on Colleges (SACSCOC) requirements
  - **Master's degree in History or American Civilization (with cross-listed courses in history); OR**
  - **Master's degree with 18 graduate hours in history.**

SACSCOC requirements may differ depending on the courses taught within the discipline.

For specific requirements by course and program, please see the current year Faculty Qualifications Table located at <http://www.austincc.edu/faculty/credentials/>.

## Required Work Experience (Workforce Programs)

Not applicable.

## Qualities of a Successful Candidate

- Ethics, integrity, and sound professional judgment.
- A commitment to establishing and maintaining positive working relationships with students, colleagues, and staff representing diverse ethnic, cultural, and socioeconomic backgrounds.
- Dynamic, non-traditional instructional delivery methods to teach students of widely varying levels of proficiency and from diverse backgrounds and abilities.
- Appropriate and up-to-date knowledge of the discipline and subject matter.
- Experience using technology as an instructional aide where appropriate to enhance learning.
- Documented experience with active and applied teaching and learning methodologies.
- A strong commitment to teaching in a community college setting, including teaching practices that reflect an understanding of the multicultural classroom and the benefits of cultural awareness and sensitivity in the classroom and the workplace.
- Commitment to a diverse workforce.
- Commitment to the comprehensive mission of Austin Community College and to the principles and practices associated with Servant-Leadership.
- Ability to communicate effectively with students with a wide range of skills and backgrounds.
- Strong interpersonal skills and ability to work with varied and diverse groups from the community as well as students, staff, faculty, and administration.
- Strength in communication media, both verbal and written, as well as listening.
- Strong organizational skills, attention to detail, ability to maintain an established schedule, including evenings and weekends, including possible multiple campus locations that may vary by semester.
- Commitment to maintaining confidentiality of student information.
- Understanding of what it means to teach in a community college environment that serves often underprepared and underrepresented students.
- Understanding of systems of inequality and recognition of the role of community college faculty in promoting equity, equality, and inclusion.
- Other: See Commitment to Equity and Inclusion.

## Application Requirements

## Document Requirements

When you apply using the official ACC eApply application, you will need to upload the following documents to your application:

1. Cover letter - Explaining interest in the position.
  2. Curriculum Vitae or Resume - Your most recently updated C.V. or Resume (to include the documents below)..
- Include the following as part of your C.V. or Resume upload:
    - Statement of teaching philosophy. Consider these questions as you develop your teaching philosophy statement:
      - What are your values, beliefs, and goals related to teaching and learning in a community college setting?
      - What will make you effective in the community college classroom?
      - How does student identity in the classroom affect how you teach?
    - Statement of past and/or potential contributions to diversity, equity and inclusion in the academic environment. ACC is committed to ensuring that we are welcoming and inclusive of all students. Further, we believe that race, ethnicity, gender, and other human differences should not be predictors of success. Our commitment to equity means that we seek to give each student the support needed to be successful so that we improve enrollment, persistence, and completion rates for all students.
      - Please describe how you have and/or will contribute to the achievement of an inclusive and equitable academic environment for all students.

Official transcripts and/or certifications will need to be sent directly from your institution to:

ACC Highland Business Center  
Attention: E.M. Breedlove, Employment Manager  
5930 Middle Fiskville Road, Austin, TX 78752

Photocopies of transcripts and transcripts stamped "issued to student" are not accepted.

## Reference Requirements

3 professional references required (contact information only)

## Criminal Background Check

Pre-employment criminal background checks are required for all staff and faculty positions.

## ACC Benefits Overview

Full-time faculty and staffing table employees who work in full-time and/or part-time positions at the college are eligible for ACC medical benefits effective the first of the month after their first 60 days of employment. Benefits include medical, dental, life insurance, short- and long-term disability, retirement plans and AD&D.

**ACC does not participate in Social Security.** ACC participates in the Teacher Retirement System of Texas (TRS) and the Optional Retirement Program (ORP-Faculty and Administrators Only). Part-time and Hourly employees participate in the ACC Money Purchase Plan (ACCMPP) as a retirement program required by federal law.

## Working Conditions



- Work is routinely performed in a classroom or laboratory setting.
- Subject to standing, walking, sitting, and reaching for extended periods of time.
- Work safely and follow safety rules. Report unsafe working conditions and behavior. Take reasonable and prudent actions to prevent others from engaging in unsafe practices.

## Equal Employment Opportunity Statement

*The Austin Community College District is an Equal Opportunity Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, political affiliation or other protected categories.*

## HR Use Only

- Updated 10-9-2019.

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## Disclaimer

The above description is an overview of the job. It is not intended to be an all-inclusive list of duties and responsibilities of the job, nor is it intended to be an all-inclusive list of the skills and abilities required to do the job. Duties and responsibilities may change with business needs. ACC reserves the right to add, change, amend, or delete portions of this job description at any time, with or without notice. Employees may be required to perform other duties as requested, directed, or assigned. In addition, reasonable accommodations may be made by ACC as its discretion to enable individuals with disabilities to perform the essential functions.

Austin Community College provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics.

As required by the US Department of Education, employees are required to report violations under the Title IX and, under the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), select individuals are required to report crimes. If this position is identified as a Campus Security Authority (Clery Act), you will be notified, trained, and provided resources for reporting.

## Sample Equity-Minded Interview Questions

1. Describe a time when you noticed that a student was struggling in class and in jeopardy of failing – what did you do?
2. Describe a time when you've made course changes based on the results of assessments of student learning.
3. What criteria do you use to determine whether you are succeeding as a teacher? How do you determine whether and in what ways you are meeting these criteria?
4. If you noticed patterns of racialized outcomes in your students' grades, what would you do? For example, if you notice that your Latinx students miss more classes or are more often late in submitting work, what would you do?
5. Describe for us an instance where you adapted your teaching approach in order to work more effectively with a Latinx or Black student.
6. If you became aware of a departmental or college policy that seemed to lead to unequal outcomes for Latinx or Black students, what would you do?
7. Tell us a little about your cultural background. How might that background help you serve our diverse student population and support our mission?
8. How have you drawn upon your students' prior knowledge, backgrounds and experiences to enhance your teaching and their learning?
9. What does it mean to work at an Hispanic-serving institution?
10. As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
11. Describe your experience in adapting your teaching approach in order to increase equity and inclusion in your classroom.
12. Describe for us your understanding of culturally relevant pedagogy. How do you bring that understanding into the classroom?
13. Do you look at outcomes data to identify inequities in student outcomes in your classes?
14. How have your past experiences prepared you to be effective in an environment that values diversity, equity, and inclusion?
15. What role has an equity mindset played in your teaching strategies?
16. If you were asked to incorporate the concepts of equity and diversity into a course that you were teaching, how might you do it?
17. In your view, how is community college teaching different from teaching at a four-year institution? In light of those differences, what sorts of teaching strategies have you employed [or would you employ] to promote the success of your students?
18. Data at ACC show inequities in success rates of students, with higher percentages of Ds, Fs, and Ws for certain demographic groups. Do you have any ideas about potential action strategies we might develop to improve equitable student success in an open-access institution that accepts 100% of its applicants?
19. Define for us the notion of culturally relevant or culturally sensitive curriculum as it applies to teaching lower-division courses in XXXX discipline. Could you give us an example of how you [would] practice culturally relevant pedagogy?
20. If we were to present you with XXXX departmental data that show that, across the board, our Latinx and Black males are not succeeding in our courses how would you

respond? How might you reassess your instructional approach or classroom practices in response to such data?

21. ACC is an Hispanic-Serving Institution, a federal definition that means at least 25% of our students are Latinx. In fact, ACC's student population is currently 38% Latinx and that number is growing. As a faculty member at an Hispanic-serving institution, how would you create a classroom culture that is sensitive to Latinx students' identities and their real or perceived exclusion based on historical patterns as well as their own experiences?
22. What is the concept of "microaggressions"? Can you give us an example of how you might engage with students in your classroom in order to mitigate the chance of microaggressions?
23. If you notice that your white students tend to speak more in class than your Black students, what would you do?
24. A group of students comes to you and says there is a racial inequity in the classroom's dynamics. How might you respond to their concerns?
25. What does equity mean to you? How do you enact your definition of equity in your classrooms?
26. Given a student population that is diverse in terms of gender identity, nationality, race, ethnicity, religion, sexual orientation, and abilities, how do you ensure that each student has the best chance to succeed?
27. How do you assess the strengths of your students? [OR] How do you leverage the strengths and talents of your students in your classroom?
28. How do you [or would you] draw upon your students' prior knowledge, backgrounds, and lived experiences in your teaching?

# Equity Mindedness in Faculty Hiring:

## Evaluating Faculty Applicants

ACC is committed to a robust candidate assessment approach that matches a wide array of candidate strengths with the needs of our diverse student population. This rubric should be used as a summative evaluation form. Scores should reflect insights gathered from applicant's application, cover letter, resume/CV, interview, and teaching demonstration. All completed forms should be returned to HR.

Applicant: \_\_\_\_\_

Position: \_\_\_\_\_

Job #: \_\_\_\_\_

Attribute	Description	Ranking/Score				
		Exceptional (4)	Good (3)	Fair (2)	Poor (1)	Score
Teaching and Pedagogy	Potential for high quality teaching in the program; understanding and demonstration of innovative approaches to teaching, cultural responsiveness, and active and engaged strategies for learning; demonstrates knowledge of content; understands assessment and use of outcomes data to improve practice.					
Advising/ Mentoring/ Engagement	Recognizes the value of student engagement beyond the classroom; understands the importance of mentoring for adult learners; takes personal responsibility for student success; understands unconscious bias.					
Expectations/ Attitude (Faculty Values)	Recognizes students and their identities as assets; demonstrates a willingness to support students; sees education as a promotion of agency and empowerment; evidence of willingness to work with others (i.e. is collegial and collaborative); understands the mission of community colleges; understands the role of scholarship and professional development.					
Service/Professional Experience	Possesses the necessary technical knowledge for the position (i.e. computer knowledge and other machine operations); has noted license(s) and/or certification(s) as evidence of skill (where necessary); communicates effectively; demonstrates quality presentation ability; has noted conference presentation(s) and/or scholarship as evidence of content knowledge (where necessary);					
Equity-Mindedness	Understands equity as distinct from diversity and equality; avoids deficit thinking and use of deficit-minded references; understands race-based inequalities and their elimination as individual and collective responsibility; encourages positive race consciousness; promotes equity through relationship building to increase buy-in among colleagues.					
				TOTAL:		

Committee Member Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_