

Friday, October 4th, 2019

Los Rios Institute for Equity in Faculty Hiring

Jordan Greer and Esmeralda
Hernandez-Hamed



@Center4UrbanEd
#HiringInstitute

INTRODUCTIONS



**Esmeralda
Hernandez-
Hamed**

Project Specialist



Jordan Greer

Project Specialist

Institute Ground Rules / Norms

- Engage honestly
- Speak from our own personal experience
- Critique ideas and not the person saying them
- Understand that, even at our best, we can do harm
- Do our best to be aware of and mitigate power structures among the group
- Provide space— move up and move back to ensure everyone is engaged
- We expect some subjects will be uncomfortable – seek to understand why
- Be present, engage fully, and mitigate distractions
- Monitor and mitigate disproportionate responsibility for centering race-consciousness

Agenda

Time	Item
1:00PM	Welcome
1:10PM	Understanding State and Federal Laws
1:20PM	Understanding the Benefits of Workforce Diversity
2:30PM	Eliminating Bias in Hiring Decisions
3:35PM	Implementing “Best Practices”
3:55AM	Feedback
4:00PM	Close

Warm-up...Raise your hand...

- If it is your first time serving on a hiring committee
- If it is your first time learning about racial equity in hiring
- If you can explain the meaning of equity to a colleague.

EQUITY IN FACULTY
HIRING INSTITUTE

FACULTY HIRING TOOLKIT



CENTER for URBAN
EDUCATION

USC Rossier
School of Education



Understanding State and Federal Laws



Why Are You Here?

Per **California Education Code** all screening/selection committee members shall be trained on:

- (a) federal and state **law**, including Title 5;
- (b) the **educational** benefits of workforce diversity;
- (c) the elimination of **bias** in hiring decisions; and
- (d) best practices in serving on a selection/screening committee.

Cal. Title 5 § 53003(c)(4)

Applicable Laws

California Education Code § 87100

“...a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.”

Applicable Laws: Federal Nondiscrimination Laws

- **Title VII of the Civil Rights Act of 1964** which prohibits not only intentional discrimination but also practices that have the effect of discrimination on the basis of race, color, religion, sex, pregnancy, or national origin. It is illegal to discriminate in any aspect of employment including decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities
- **Age Discrimination in Employment Act of 1975** which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance (Age 40+).

Applicable Laws: Federal Nondiscrimination Laws

- **Title I of the American with Disabilities Act of 1990** which prohibits discrimination against the disabled in employment and public services
- **Civil Rights Act of 1991** which provides monetary damages in cases of intentional employment discrimination.
- **Genetic Information Nondiscrimination Act of 2008 (GINA)** which prohibits discrimination on the basis of genetic history or information

Applicable Laws: State Nondiscrimination Laws

- **California Government Code Section 11135 - 11139.5** which prohibits discrimination against any person or denial of benefits on the basis of ethnic group identification, religion, age, sex, color, or physical handicap or mental disability under any program that is funded directly by the State or receives any financial assistance.
- **California Fair and Employment Housing Act, CA Government Code Section 12900** which prohibits discrimination in employment on the basis of race, gender, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, sex, age (40+) and pregnancy.
- **California Labor Code 1102.1** which prohibits discrimination or different treatment in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation, transgender, homosexual, bi-sexual, heterosexual, transsexual (pre and post-operative)

Understanding the Benefits of Workforce Diversity



Why Racial Equity in Faculty Hiring ?

Students of color

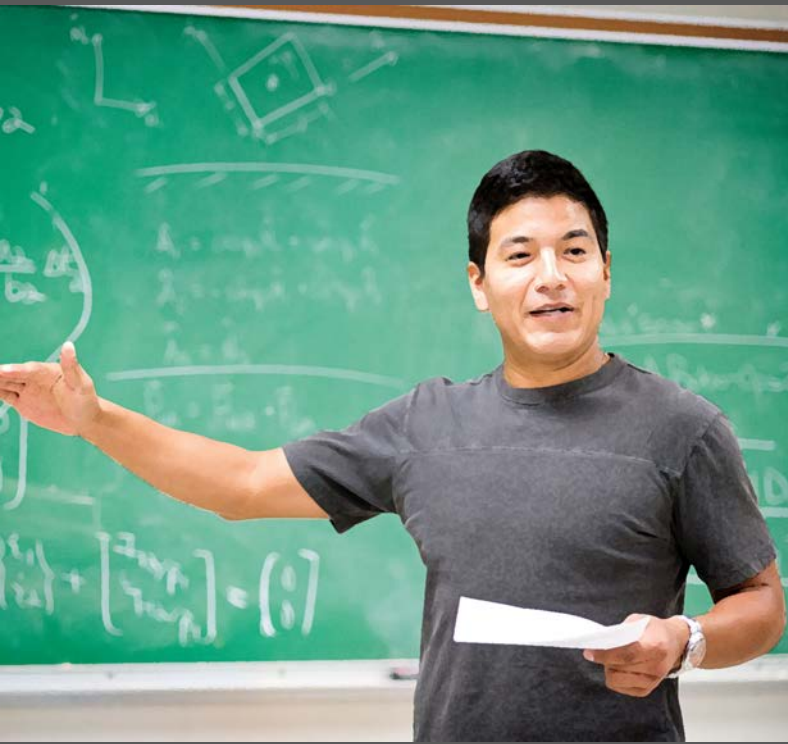
- Experience better academic outcomes when taught by faculty of color.
(Fairlie, Hoffman, & Oreopoulos, 2014)
- Are more likely to identify with and approach faculty of the same racial and ethnic background.



Why Racial Equity in Faculty Hiring ?

Culturally Responsive Classrooms:

- Have high expectations and favorable views of students of color, relative to white faculty.
- Utilize pedagogical approaches that are relevant to, and advance the learning of, students of color.
- Curb the “stereotype threat” experienced by students of color.



Why Racial Equity in Faculty Hiring ?











Create Campus Cultures that foster the success of minoritized students

- Enhance the “sense of belonging” that students of color can feel on campus.
- Promote positive, and curb negative, social outcomes for students of color.
- Advocate for, and build relationships with, students.



EQUITY ≠ DIVERSITY
EQUITY ≠ EQUALITY

Equity-Minded Competence

Equity-Minded Competence	Lack of Equity-Minded Competence
 Awareness of racial identity	 Claims to not see race
 Uses disaggregated data to identify racialized patterns of outcomes	 Does not see value in disaggregated data
 Reflects on racial consequences of taken-for-granted practices	 Unable to notice racialized consequences or rationalizes them as being something else
 Exercises agency to produce racial equity	 Does not view racial equity as a personal responsibility
 Views the classroom as a racialized space and actively self-monitors interactions with students of color	 Views the classroom as a utilitarian physical space

Faculty Diversity

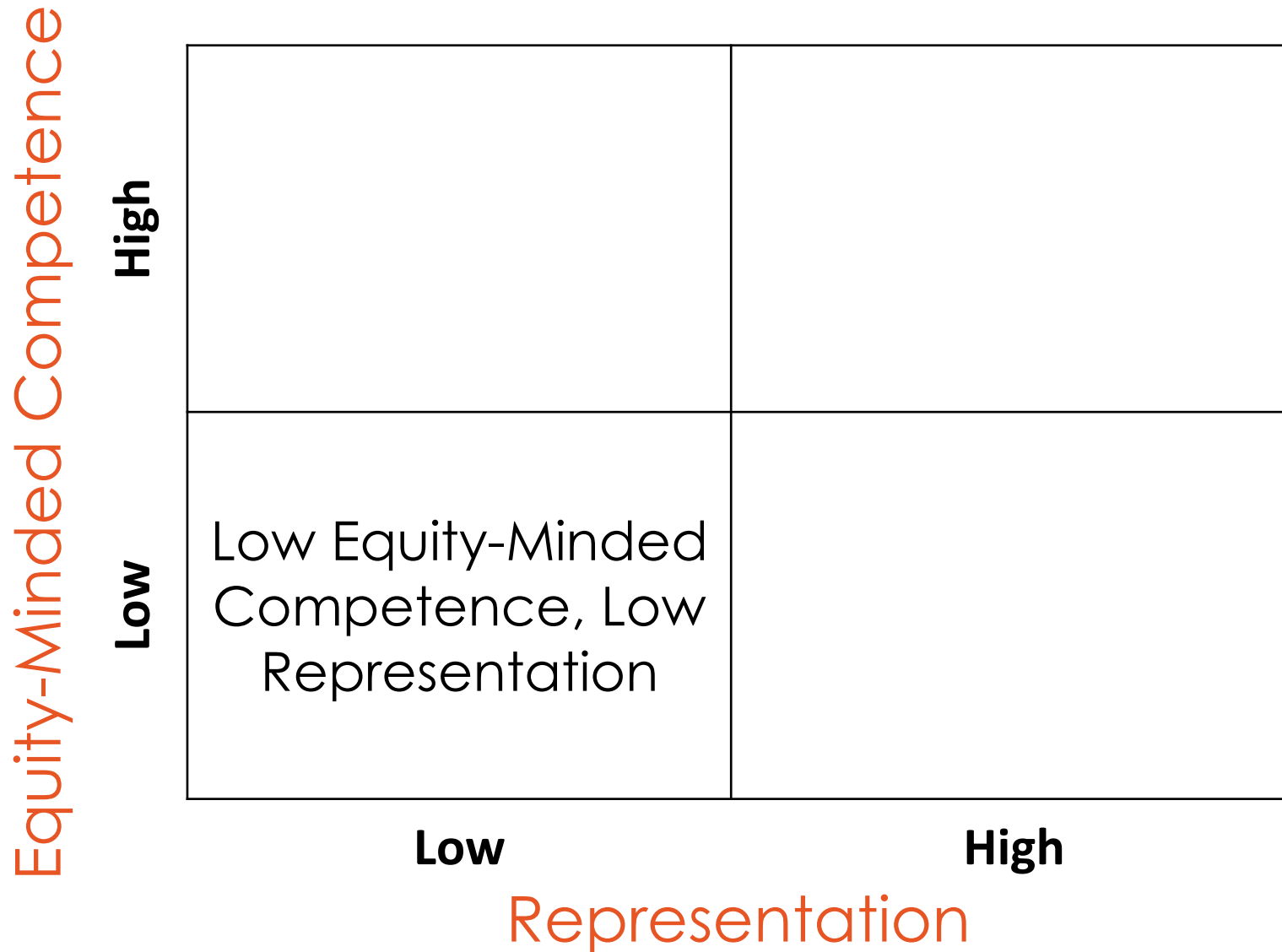


Equity in Faculty Hiring

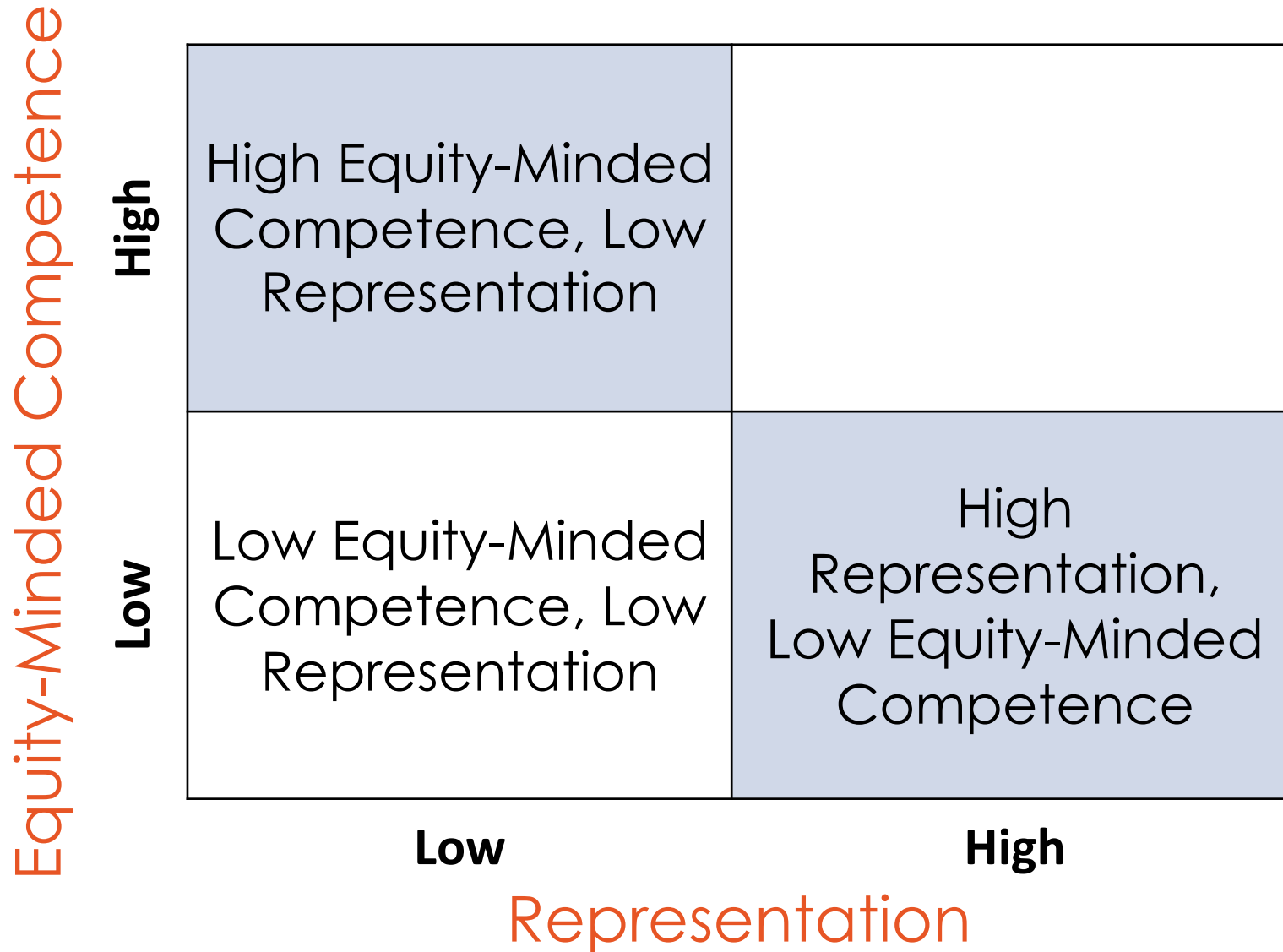
- Does not disturb the status quo.
- Creates programs at the margins, but leaves core structures, policies, and practices intact.
- Faculty of color are expected to change their behaviors, values, and priorities to “fit” institutional, departmental, and disciplinary cultures.
- Biases are often unexamined, and seen as characteristics of individuals.

- Action is taken to disrupt the status quo
- Changes core structures, policies, and practices to be more equity-minded.
- Institutions, departments, and other faculty members are expected to change those behaviors, culture, and values that contribute to inequities.
- Consciousness of biases held by individuals and biased practices, and deliberate steps are taken to disrupt those biases.

Representation and Equity-Minded Competence



Representation and Equity-Minded Competence



Representation and Equity-Minded Competence

Equity-Minded Competence

High	High Equity-Minded Competence, Low Representation	High Equity-Minded Competence, High Representation
Low	Low Equity-Minded Competence, Low Representation	High Representation, Low Equity-Minded Competence
	Low	High

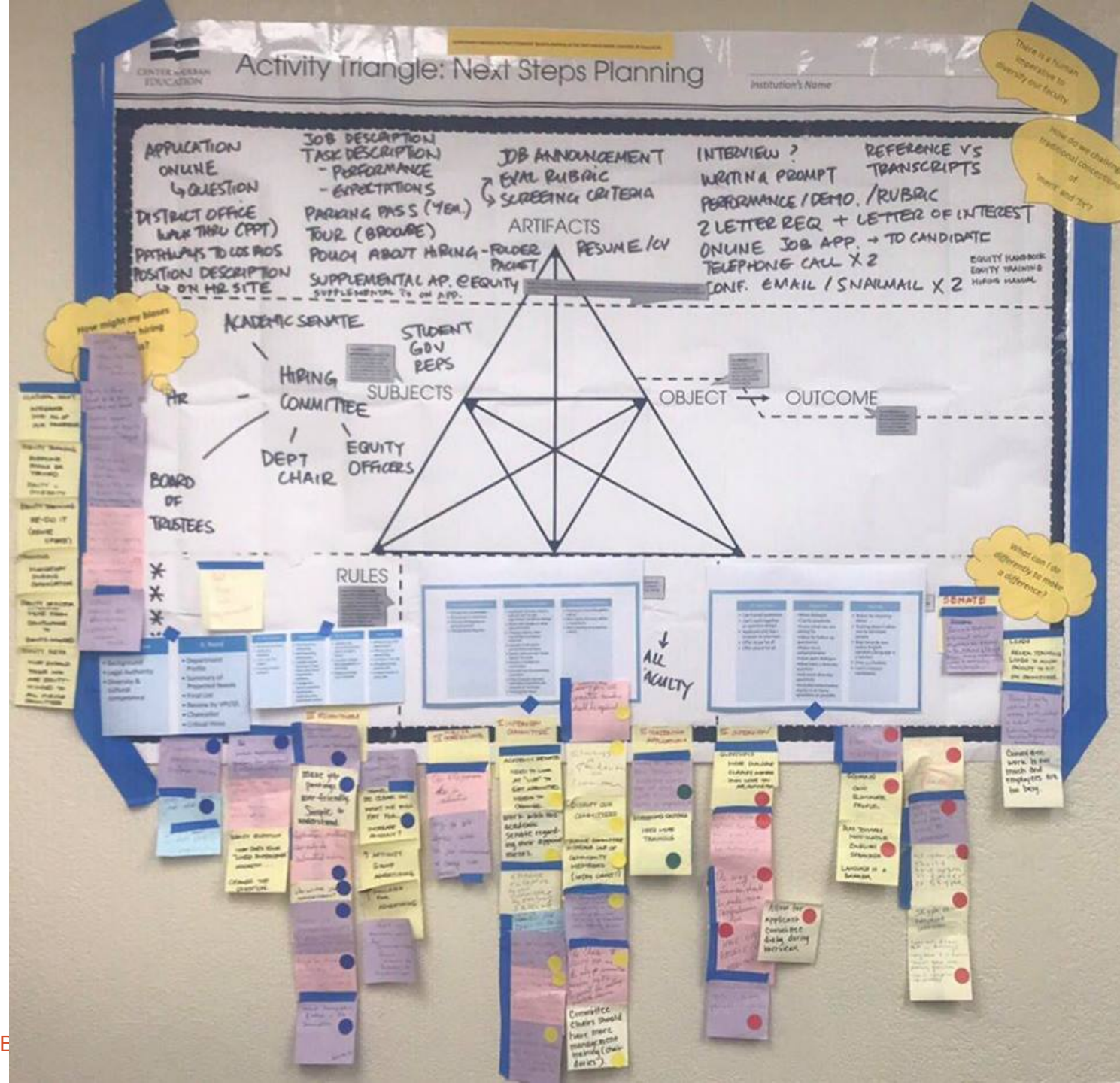
Representation

MOVEMENT TOWARDS EQUITY IN HIRING AT LOS RIOS

Representatives from the LRCCD attended CUE Hiring institute in 2018

They mapped out their hiring processes and suggested areas where they could inquire and improve equity

What resulted was a new EEO Plan and changes to the Hiring Manual



III. Recruitment

- Examine timeline
- Sufficient timeline
- Can't pay for travel
- Increase travel amount
- Hiring flow chart

Application

- Add diversity statement
- Add teaching philosophy
- Update Equity Question: How does your lived experience address...
- Change the equity question
- Application materials only submitted online

Announcement

- Update job announcements: more student focus
- Include college demographics in postings
- Make postings user-friendly

Advertising

- Where/how jobs advertised?
- Affinity group advertising
- Increase \$ for ads
- UR advertising paid by DO
- Limited funds to post jobs

IV. Screening Eligibility (Pre-)

- EQ process is restrictive
- Only go off degrees on announcement
- Change listed degrees

V. Interview Committee

Disrupt our committees
Academic Senates need to look at “list” to get appointed. Needs to change.
Work with Senate re: their appointments
Change rules re: how committee members selected
Outside of discipline committee members
Equity rules are not “racial equity” focused
Always a student on committee
Increase use of community members
Chair & equity rep only members required to be present at meetings
Training for chairs

V. Interview Committee (continued)

- Anonymous Screening-remove names from applications
- Minimize the number screening days-use a formula, number of apps Vs how long screening takes place
- Tie CUE to the Equity Reps (Hiring the Best)

VI. Screening Applications

- Training on more thoughtful rubrics
- More equity focused; ability v. experience
- More training on screening criteria

VII. Interview

- Can't email questions
- Can't work together on question design
- Applicant only has 1 timeslot to interview
- Offer ccc-confer for all
- Offer phone for all

Questions

More dialogue
Clarify questions
Know what you are asking for
Allow for follow up question(s)
Make more comprehensive
Have open dialogue
Must have 1 diversity question
Ask more diversity questions
Include/contextualize equity in as many questions as possible

Questions (continued)

- Provide more reimbursement to fund traveling candidates
- Allow CCC Confer
- Teleconference if candidate asks
- Finalist teaching in front of real students

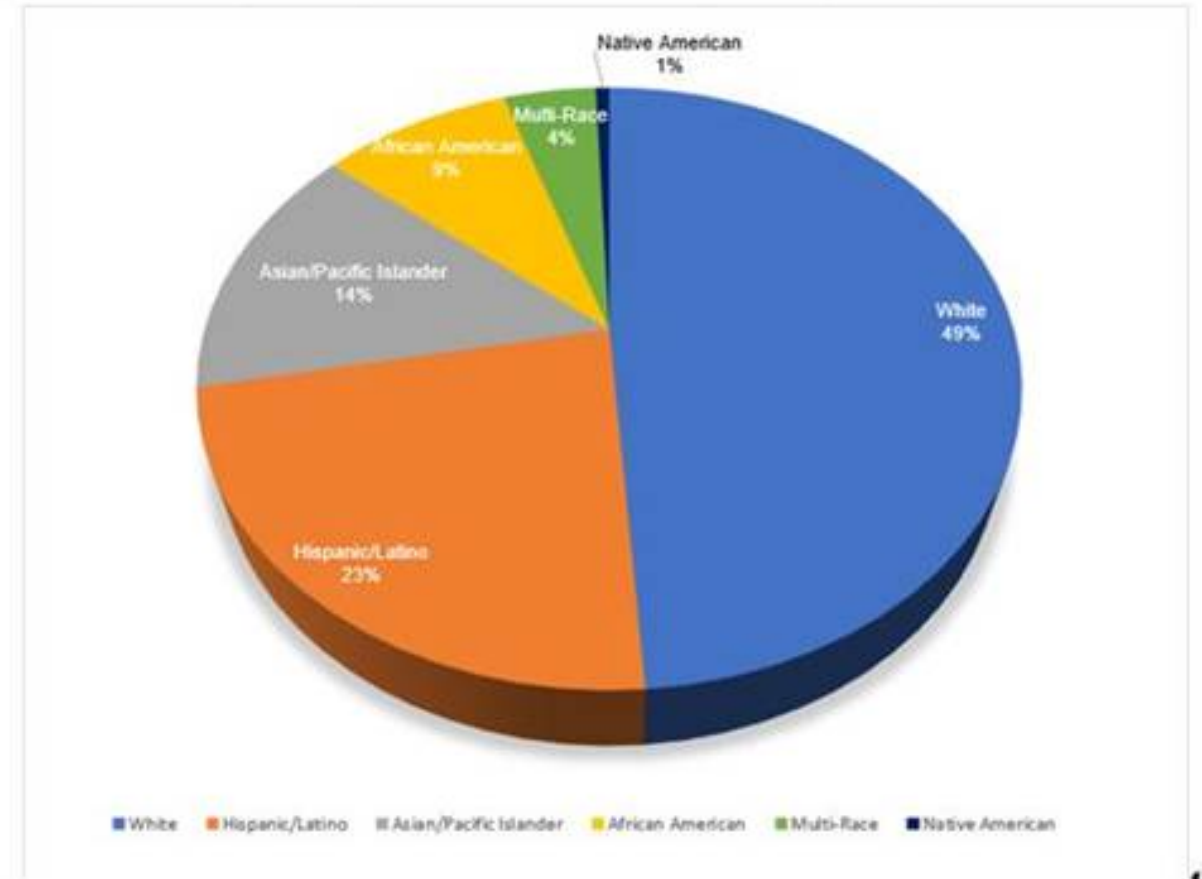
Scoring

- Rubric for teaching demo
- Scoring doesn't allow you to eliminate people
- Bias towards non-native English speakers (language is a barrier)
- Only 3-5 finalists
- Can't compare candidates

EEO Plan Hiring Manual Updates

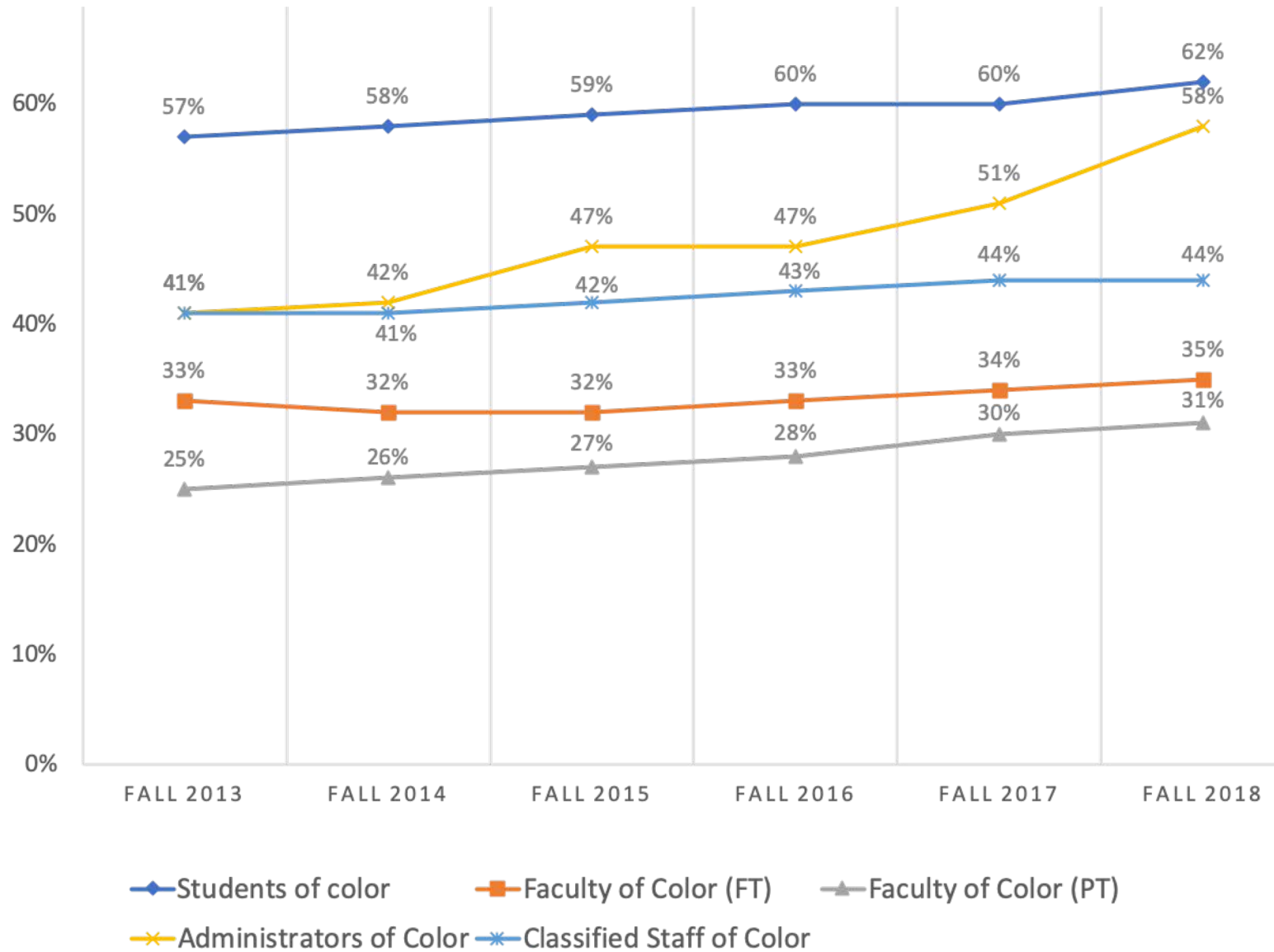
- More professional development around hiring and racial equity
- Focus on equity in job descriptions, screening criteria, and interview questions
- Increased access to data
- Having hiring committees reflect district demographics

Figure 1: Regional Diversity by Race/Ethnicity in Sacramento County, El Dorado County, and Yolo County in Fall 2018

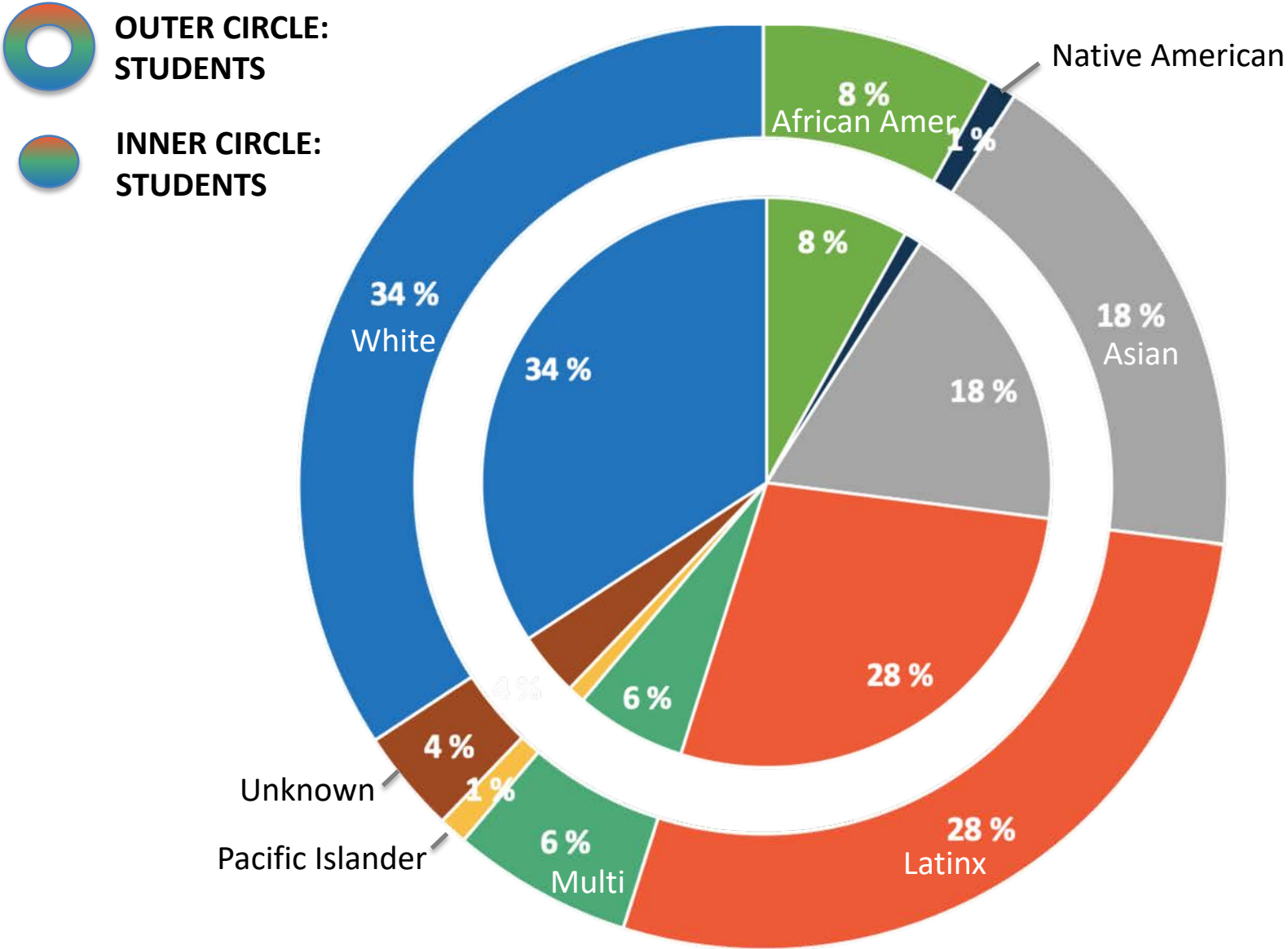


DATA

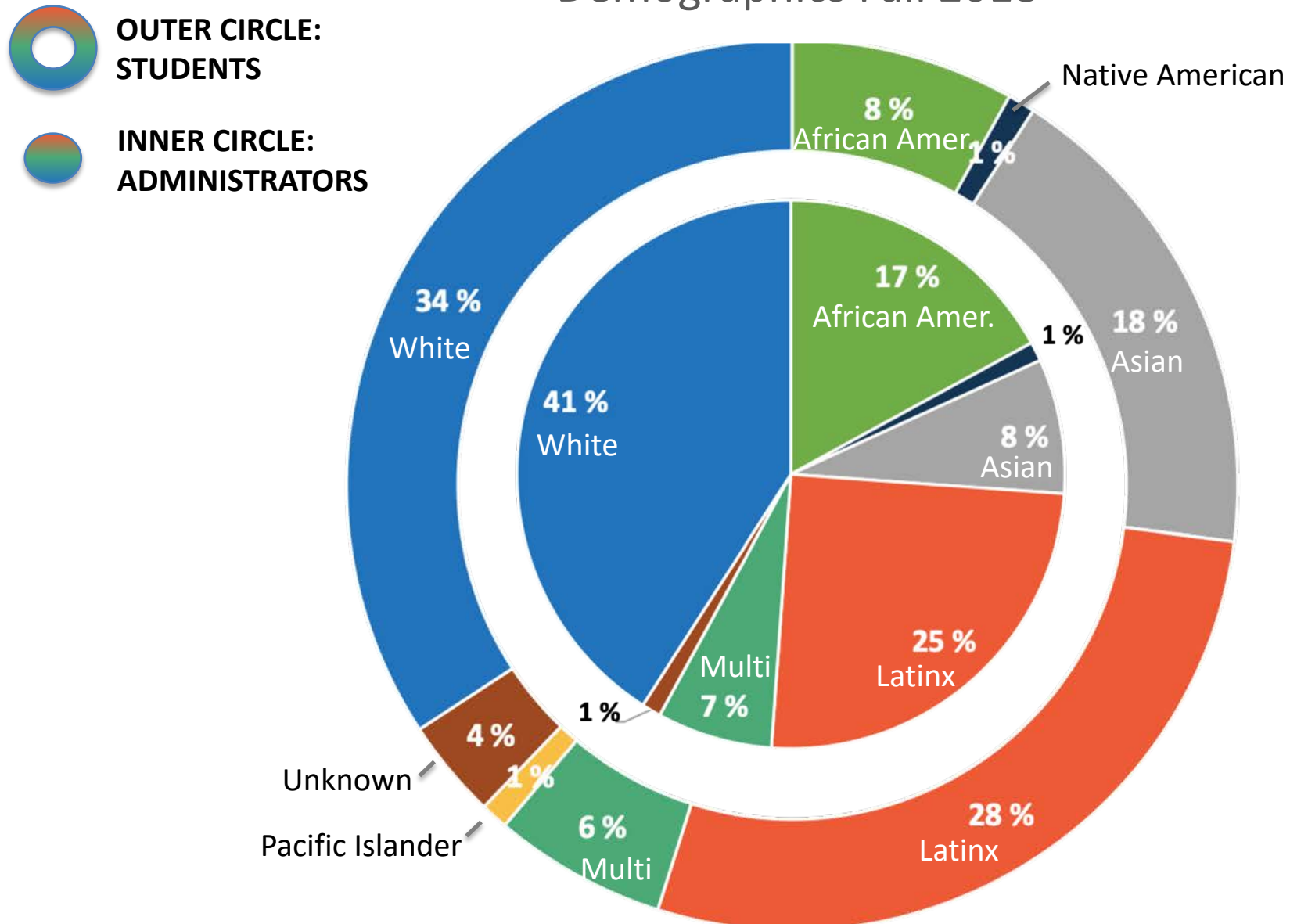
Students and Employees of Color over Time Fall 2013-2018



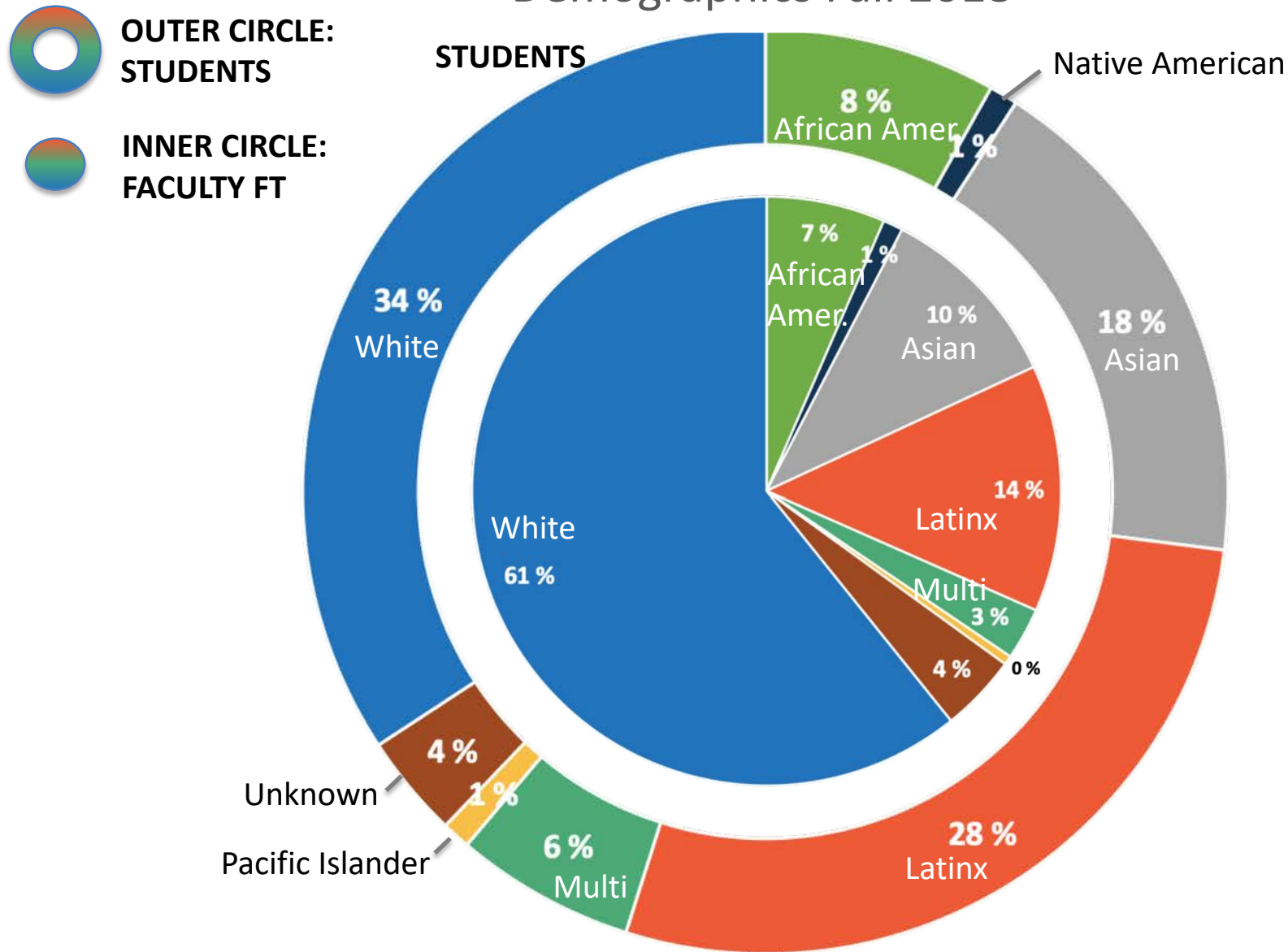
LRCCD Student Racial/Ethnic Demographics Fall 2018



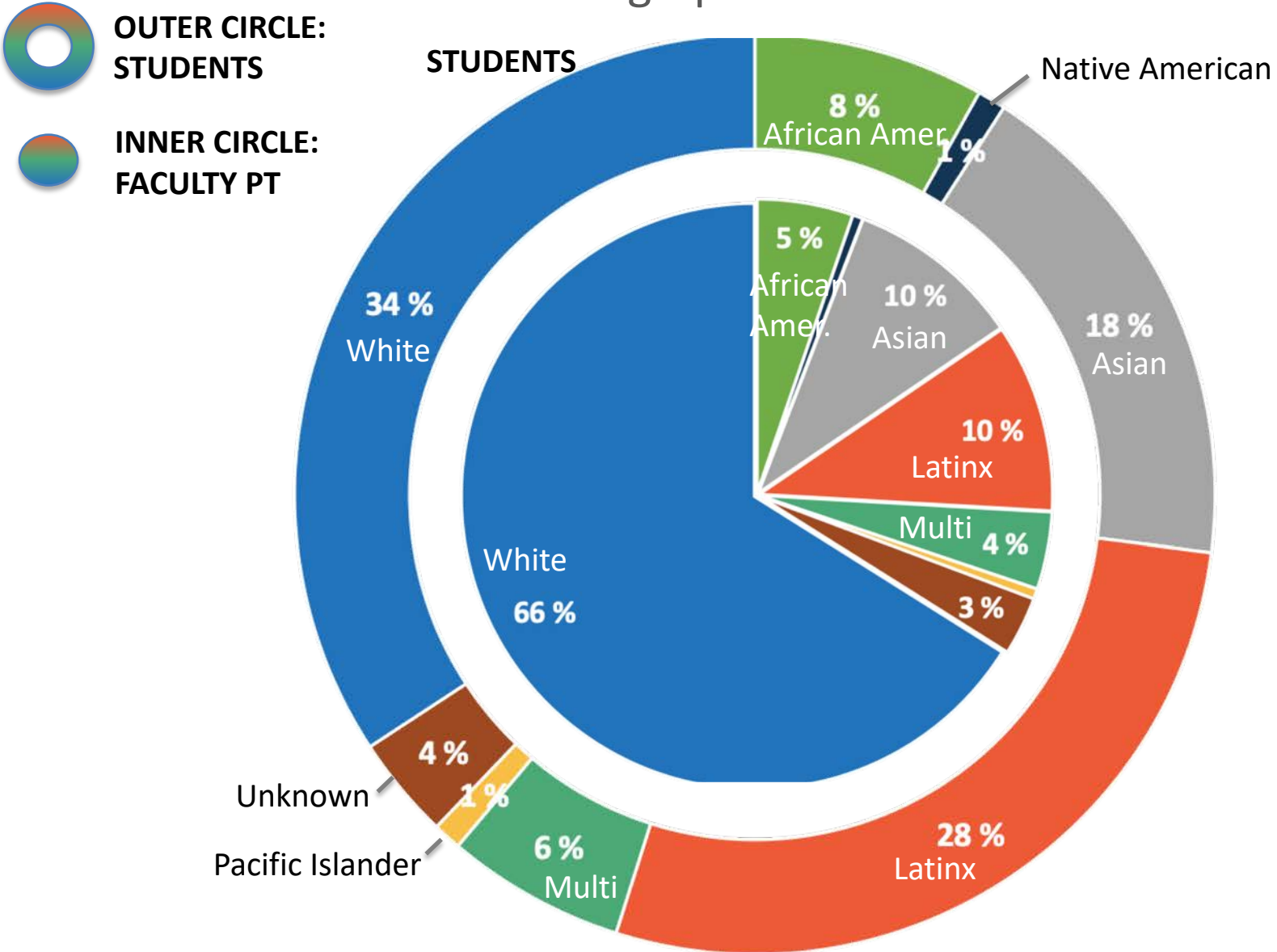
LRCCD Administrators' Racial/Ethnic Demographics Compared to Students' Racial/Ethnic Demographics Fall 2018



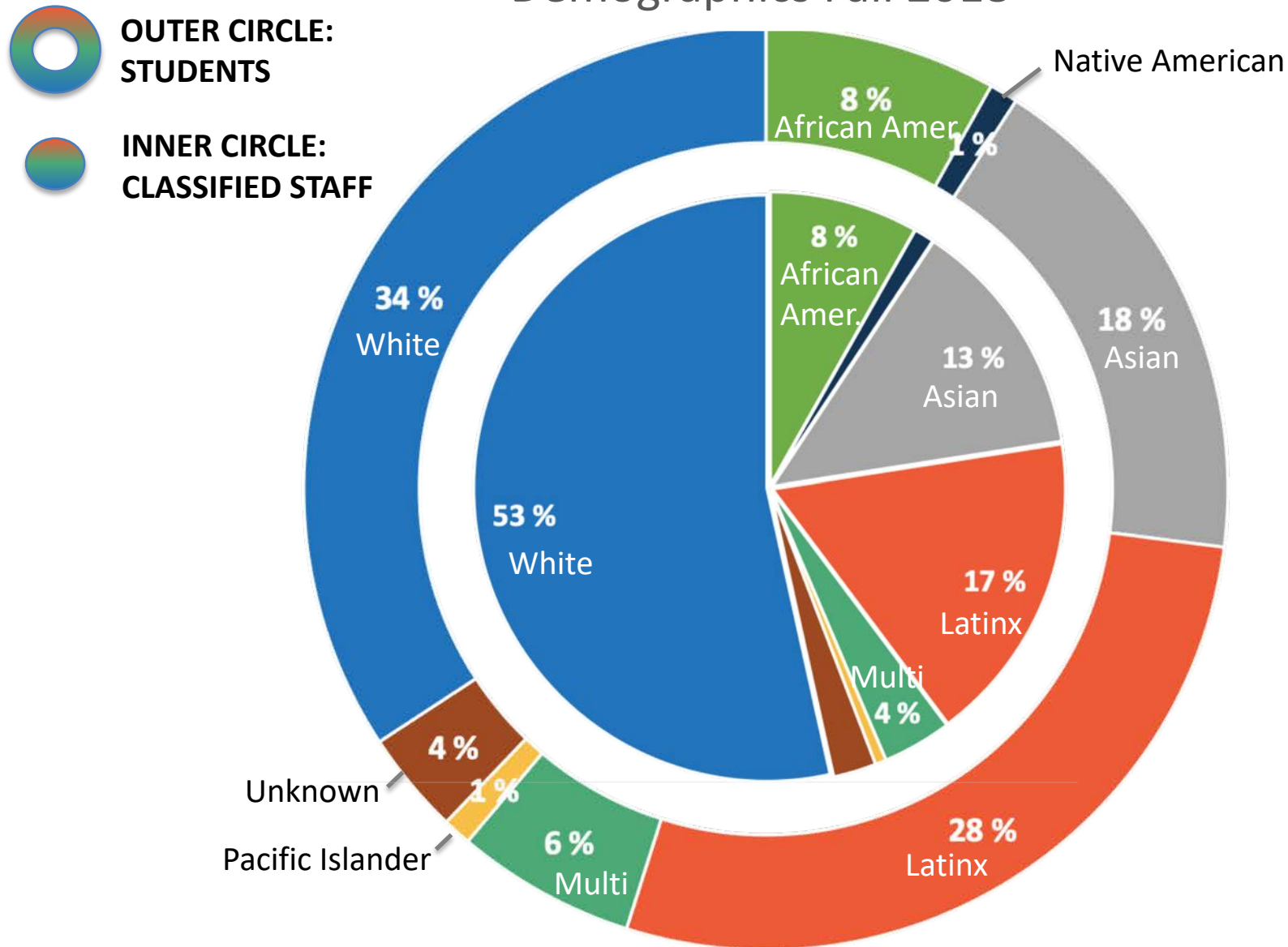
LRCCD Full Time Faculty Racial/Ethnic Demographics Compared to Student Racial/Ethnic Demographics Fall 2018



LRCCD Part Time Faculty Racial/Ethnic Demographics Compared to Student Racial/Ethnic Demographics Fall 2018

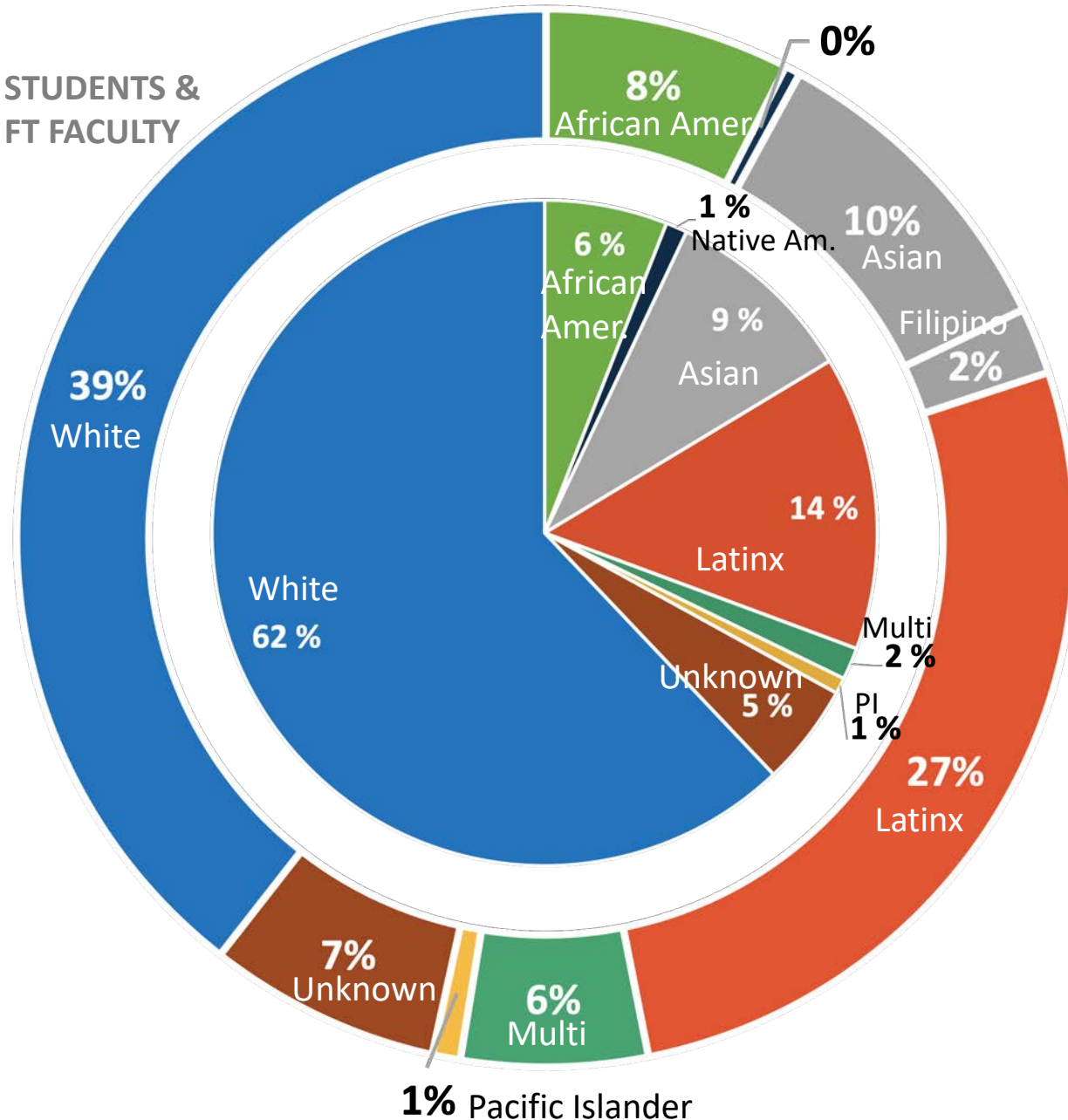


LRCCD Classified Staff Racial/Ethnic Demographics Compared to Student Racial/Ethnic Demographics Fall 2018

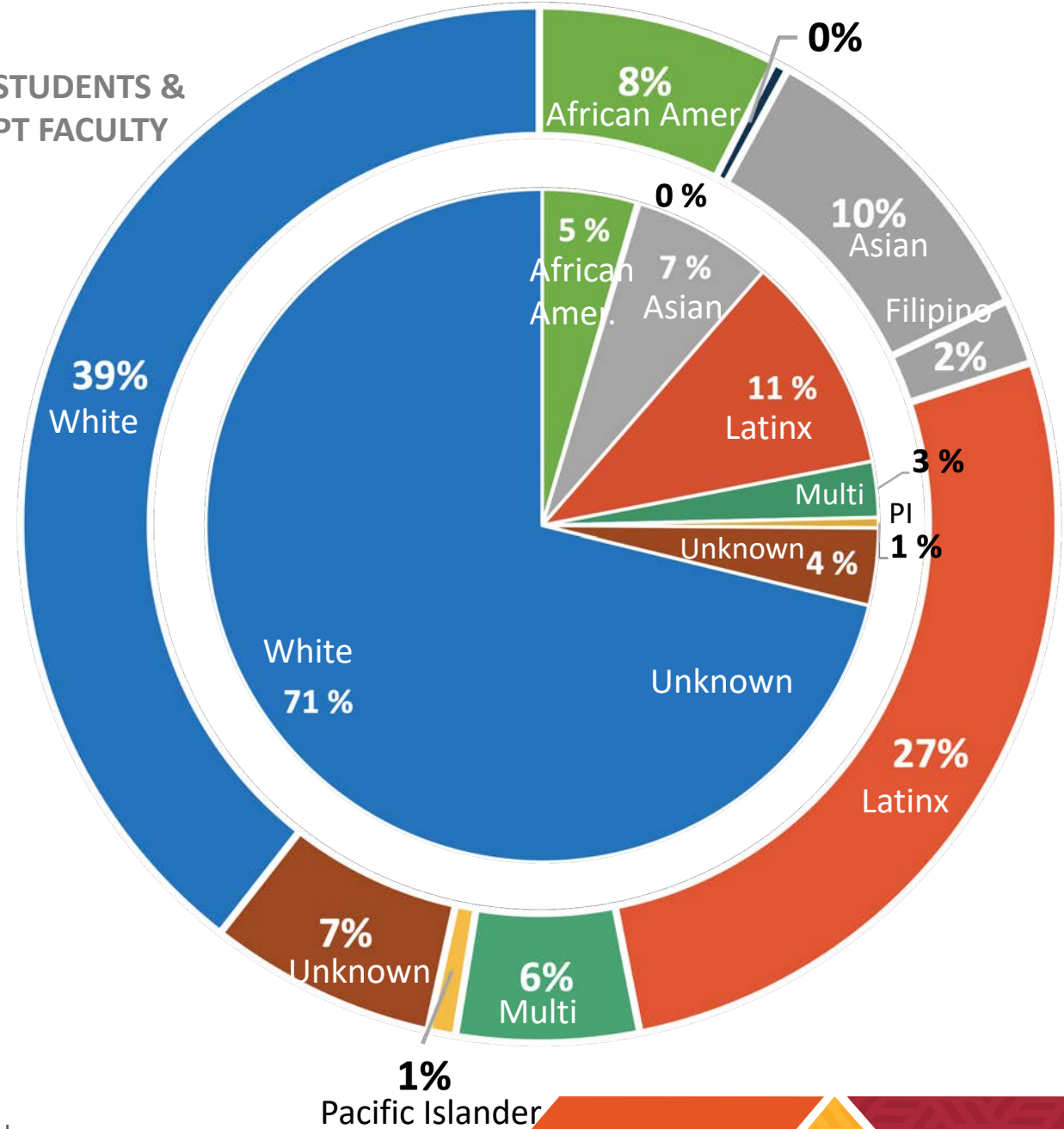


American River College Racial Demographics Fall 2018

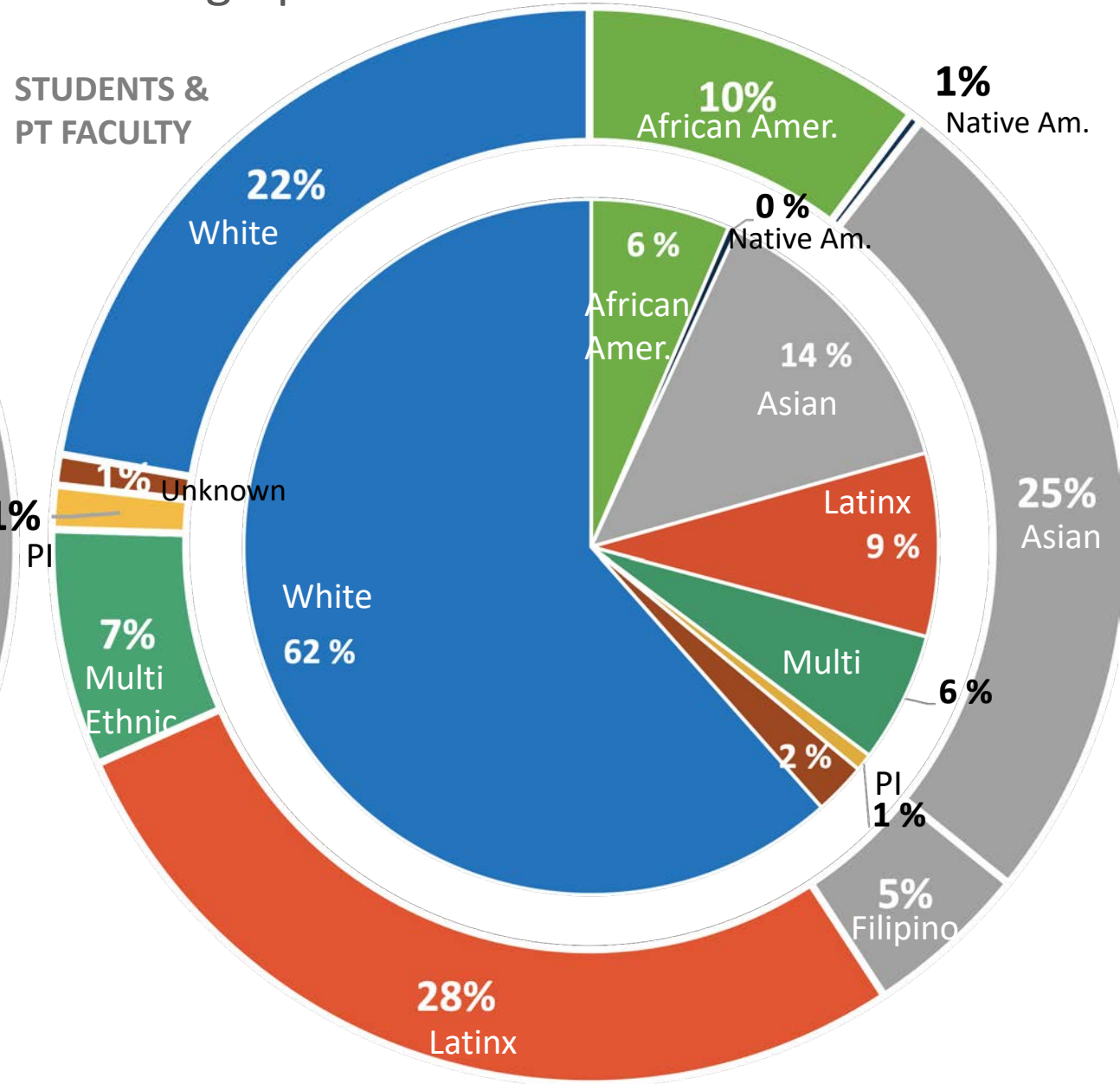
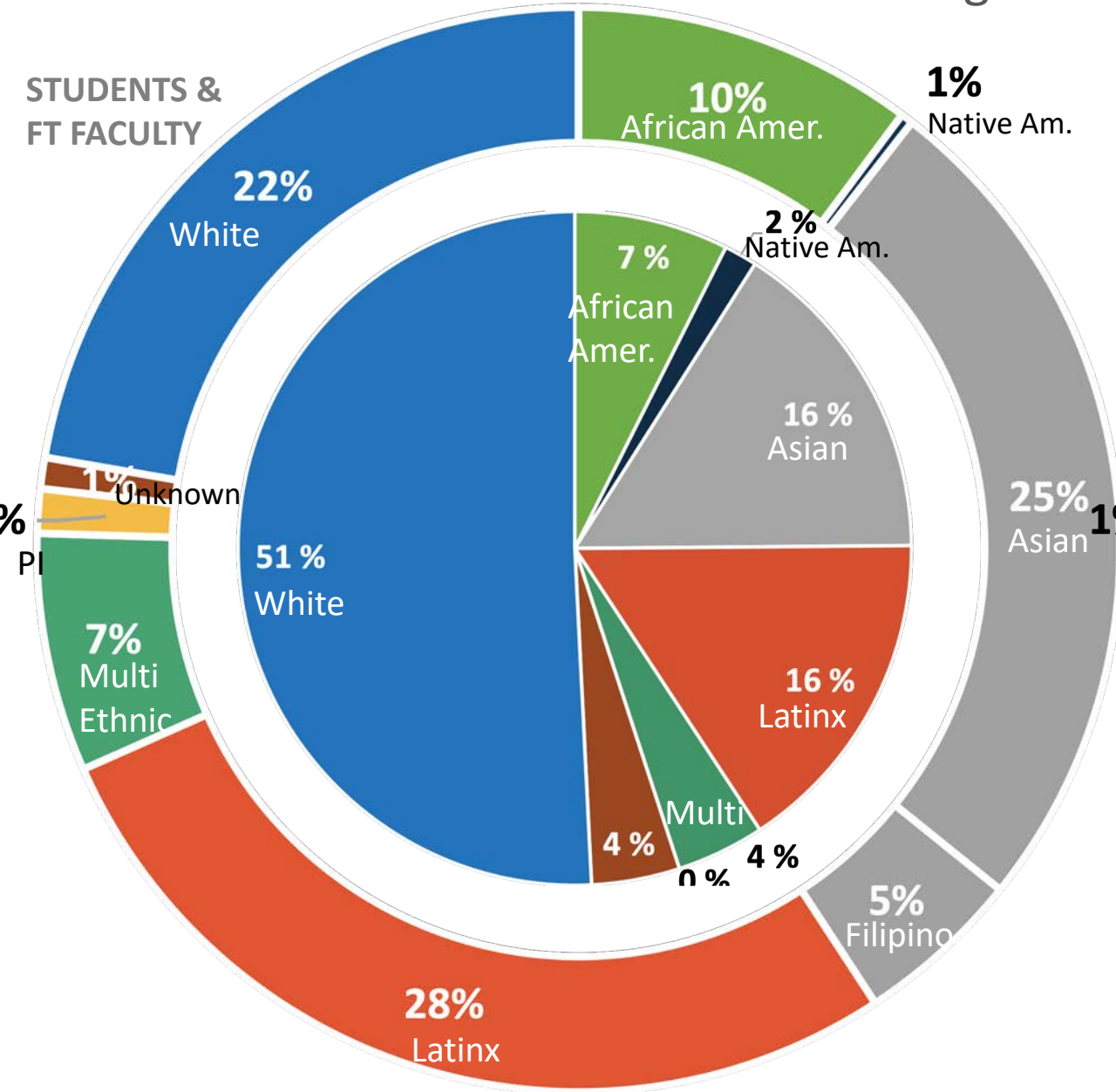
STUDENTS & FT FACULTY



STUDENTS & PT FACULTY

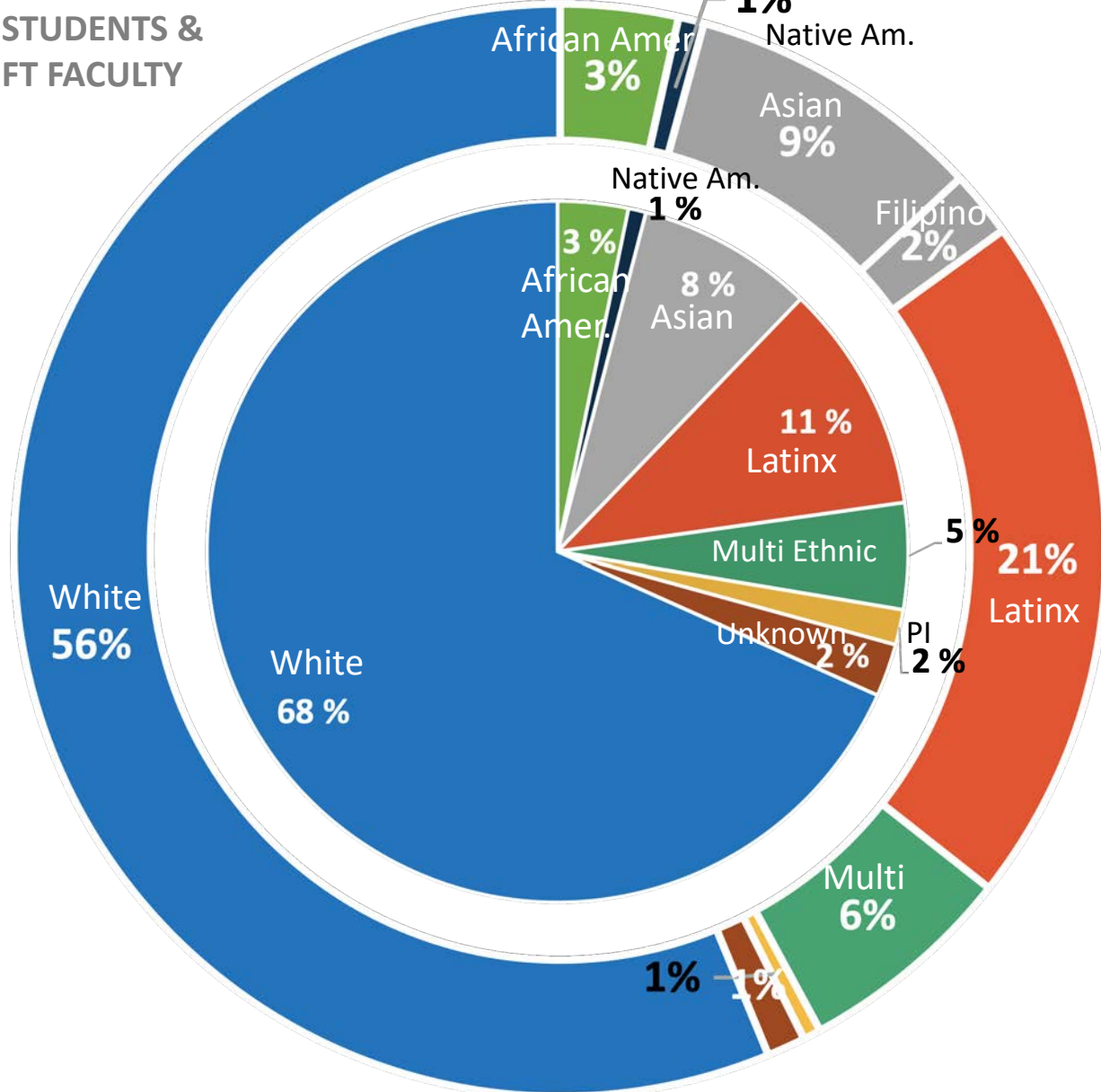


Cosumnes River College Racial Demographics Fall 2018

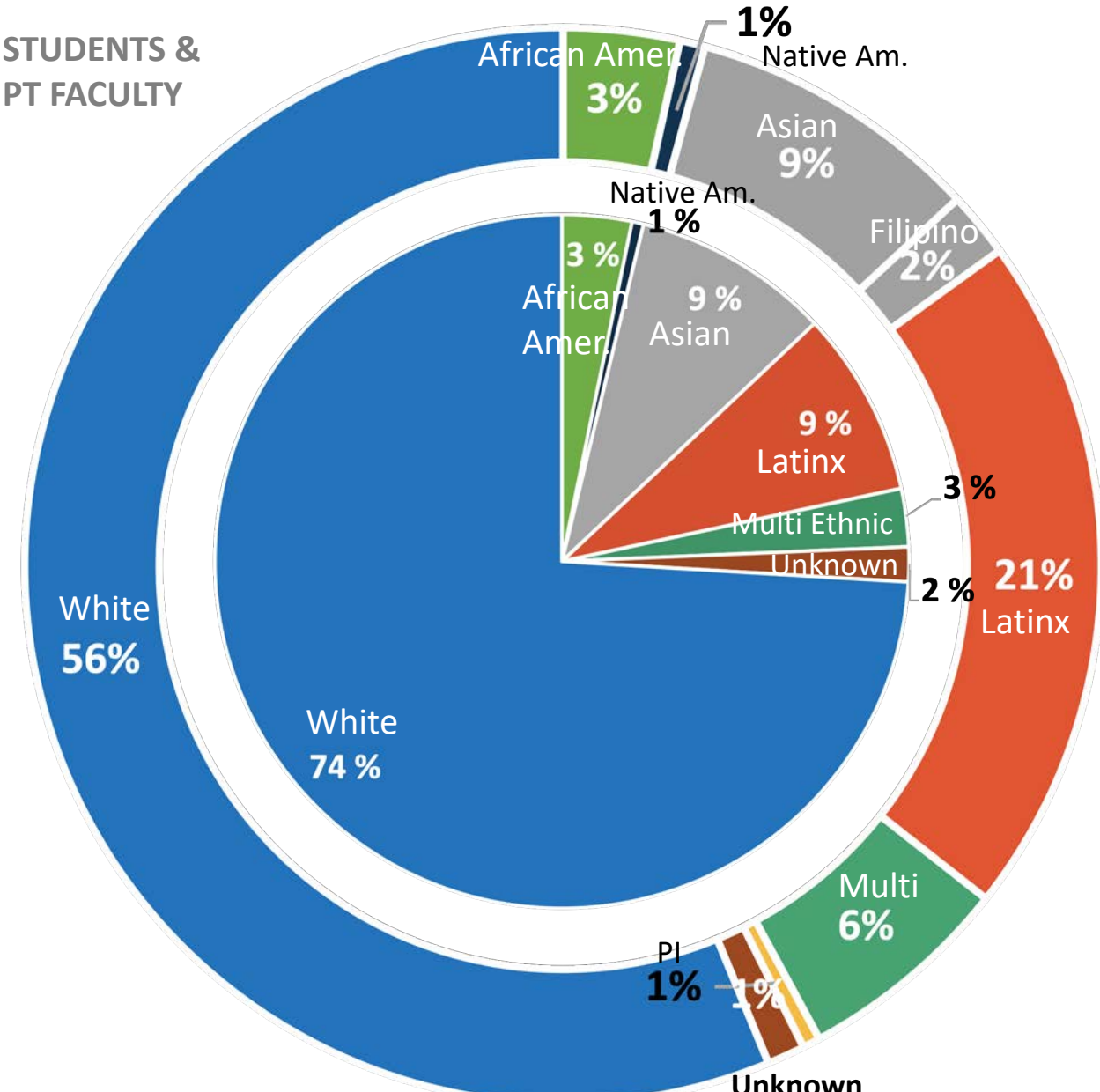


Folsom Lake College Racial Demographics Fall 2018

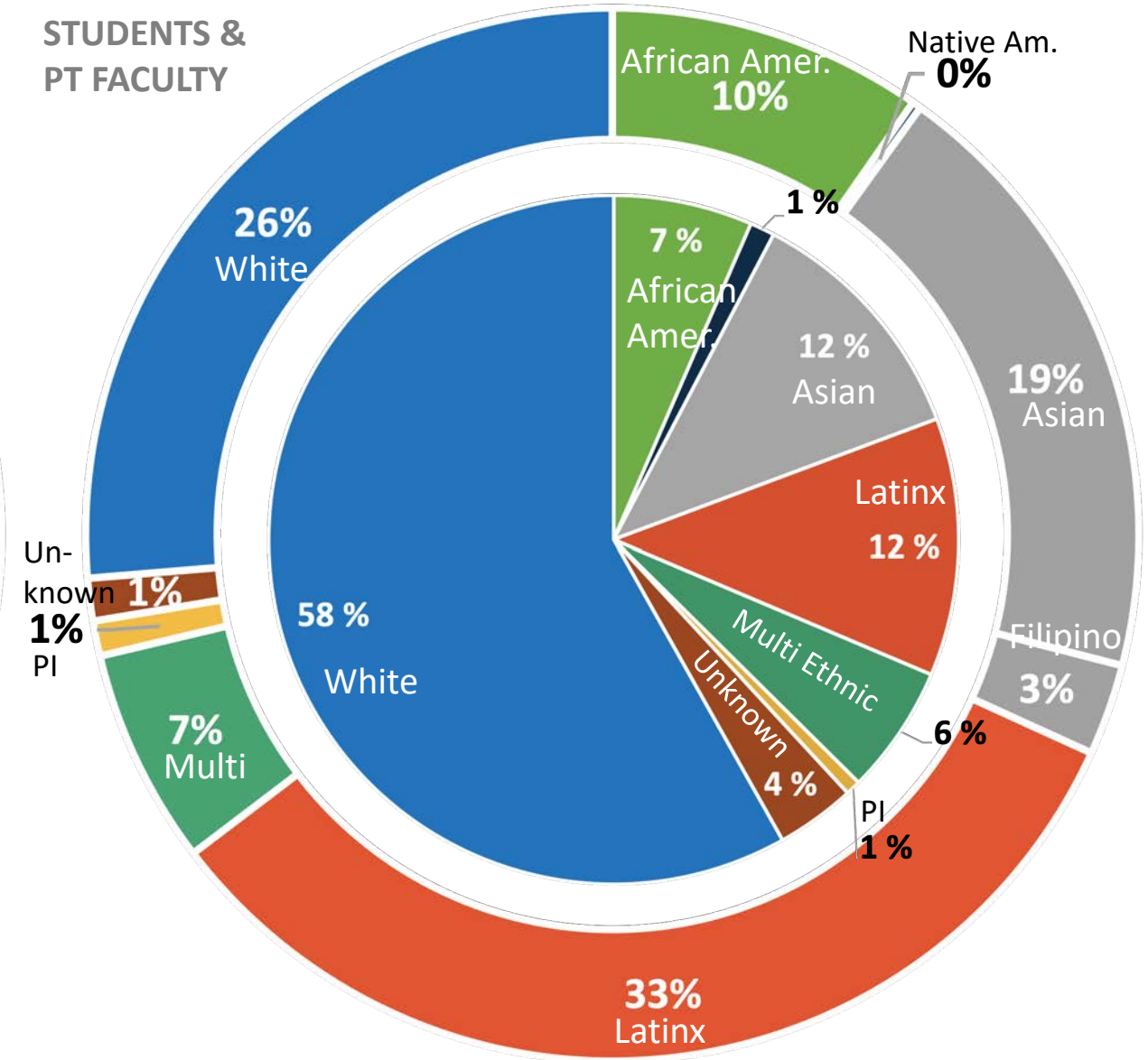
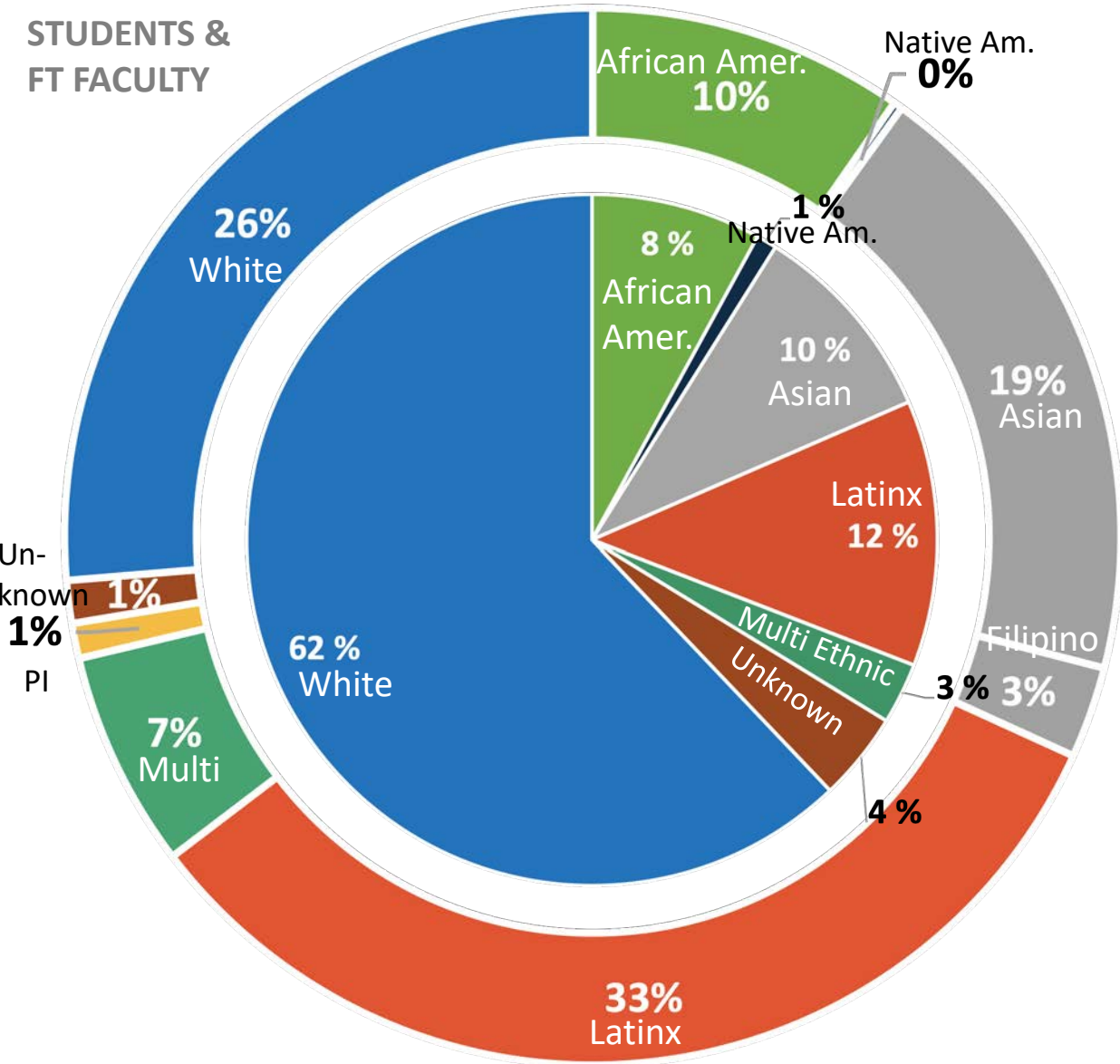
STUDENTS & FT FACULTY



STUDENTS & PT FACULTY



Sacramento City College Racial Demographics Fall 2018



DATA QUESTIONS FROM YOUR CAMPUS/DISTRICT/HR

- What is the racial makeup of new hires at our college? Recently? Over time?
- What are the racial/ethnic demographics of the faculty in my department?
- What is the racial makeup of new hires in my department/area over time?
- What are the demographics of candidates along the hiring pipeline in my college or department/area? (e.g. Who applies? Who passes screening? Who gets interviewed?)

Los Rios District

Spring 2018 Faculty Hiring

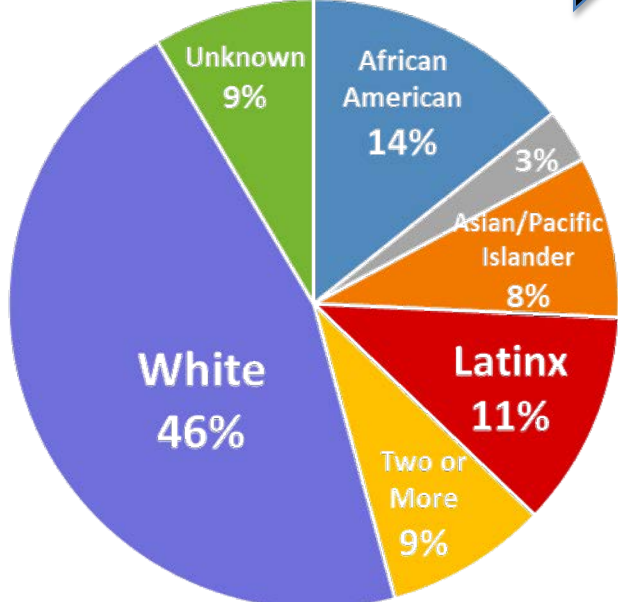
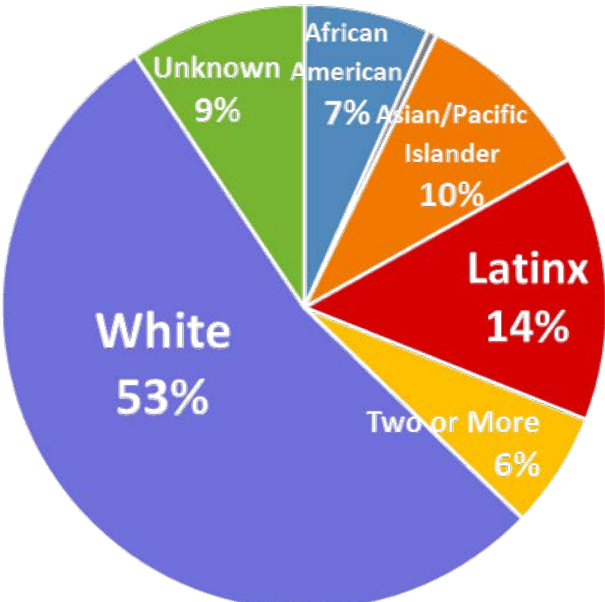
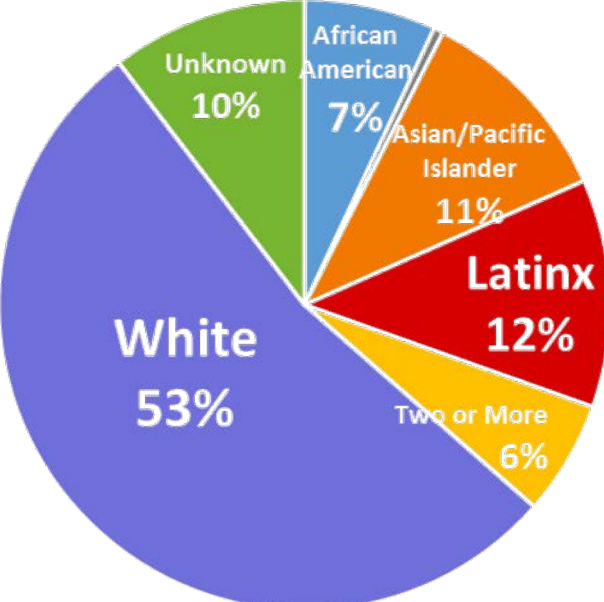
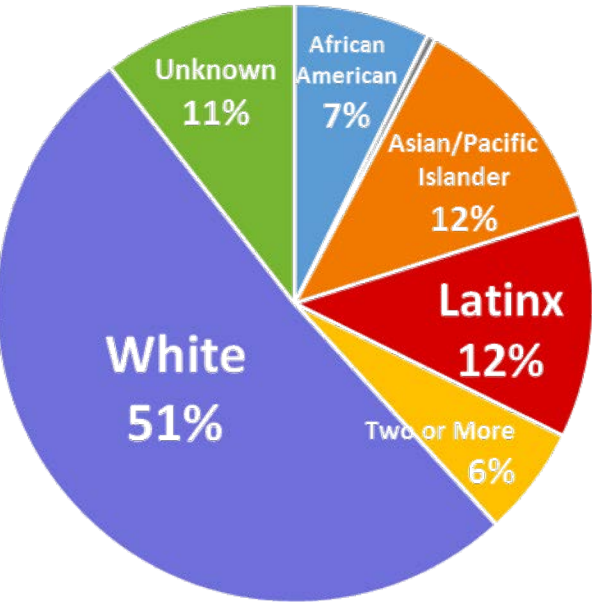
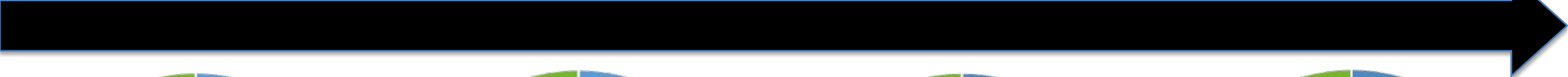


All Applicants
(n=2,177)

Applicants Forwarded to Dept/Committee (MQ Met)
(n=1,749)

Applicants Approved for Interview
(n=403)

Hired
(n=35)



Eliminating Bias in Hiring Decisions



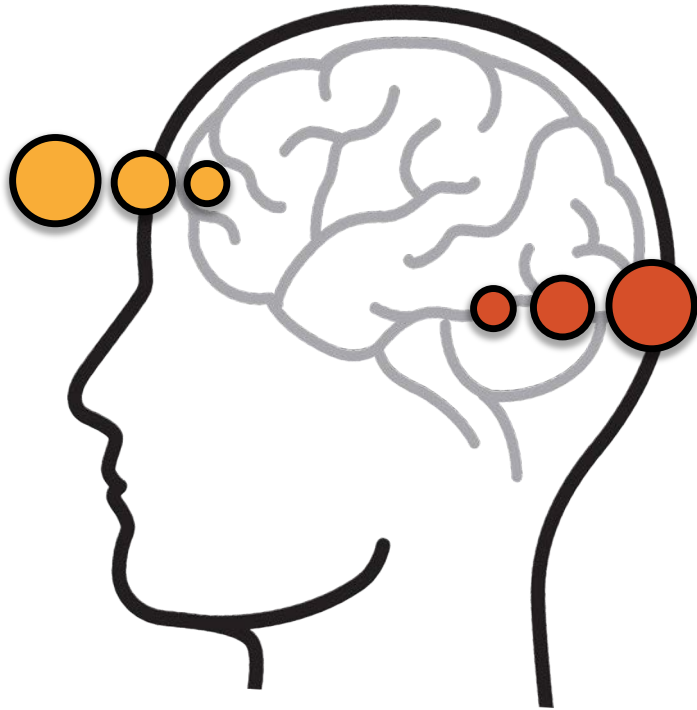
Implicit Bias - What Is It?

Implicit bias refers to the process of associating stereotypes or attitudes toward categories of people without conscious awareness.



Source: Godsil, R. D., Tropp, L. R., Goff, P. A., & Powell, J. A. (2014). The science of equality, Volume 1: Addressing implicit bias, racial anxiety, and stereotype threat in education and health care. Perception Institute.

Implicit Bias - What Is It?



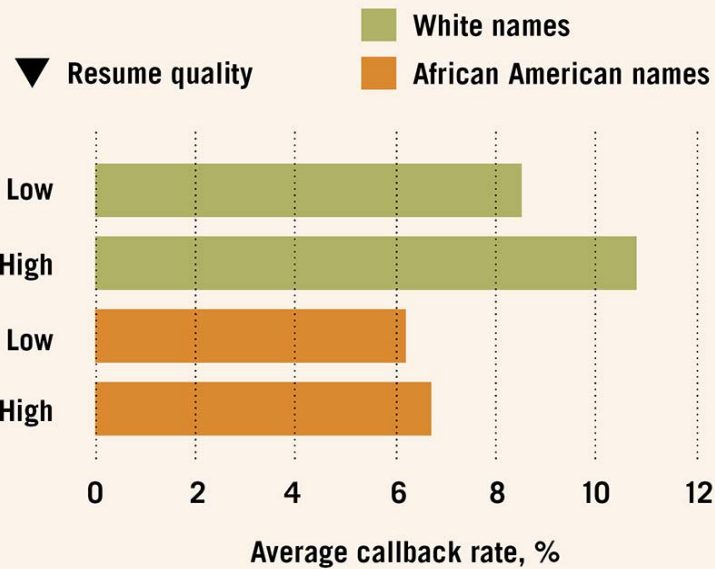
All people hold implicit biases

- *Even those committed to egalitarian values*
- *Even members of racially minoritized groups*

How Can Implicit Bias Affect Our Decisions?

Racism in a resume

Job applicants with African American-sounding names got fewer callbacks.



Source: Bertrand and Mullainathan, 2004

Jamal

your.name@example.com
111-222-3333
www.your-website.com

SUMMARY

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

WORK EXPERIENCE

Company Name, Location	Job Title	Facillium id quidem est, inquam. Sin kakan maliam dixisses, ad aliud nos unum certum vitium consuetudo Latina traduceret.
Jan 2013 - Dec 2013		<ul style="list-style-type: none">Hoc sic expositum dicitur, mihī videtur delicatior ratio, quam virtutis vi.Et quidem iure fortasse gravissimum est, testis quo modo conveniat.Nam bonum ex quo praepositum ex eo dicitur alius.

EDUCATION

Degree
School Name, Location
2013 - 2013

ADDITIONAL INFORMATION

Quod si ita se habeat, non possit beatam praestare vitam sapientia. Illa amicitia dicta sunt.

- Duo enim genera quae erant, fecit tria. Immo alio genere libidini, qui tum erat summo ne imperio, dederetur.
- Cui enim voluptatem ipsam contemnerunt, is licet dicere non anteponere.

Greg

your.name@example.com
111-222-3333
www.your-website.com

SUMMARY

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WORK EXPERIENCE

Company Name, Location	Job Title	Facillium id quidem est, inquam. Sin kakan maliam dixisses, ad aliud nos unum certum vitium consuetudo Latina traduceret.
Jan 2013 - Dec 2013		<ul style="list-style-type: none">Hoc sic expositum dissimile est superiori. Haec mihī videtur delicatior, ut ita dicam, moliorque ratio, quam virtutis via gravitatisque postulat.Et quidem iure fortasse, sed tamen non gravissimum est, testimonium multitudine. Haec quo modo conveniat, non sane intellego.Nam bonum ex quo appellatum sit, nescio, praepositum ex eo credo, quod praeponatur alius.

EDUCATION

Degree
School Name, Location
2013 - 2013

ADDITIONAL INFORMATION

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- Cui enim voluptatem ipsam contemnerunt, is licet dicere se acupenserem maenae non anteponere.

How Can Implicit Bias Affect Our Decisions?

Sex Roles
https://doi.org/10.1007/s11199-019-0102-w

ORIGINAL ARTICLE

Check for updates

How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates

Asia A. Eaton¹ · Jessica F. Saunders² · Ryan K. Jacobson¹ · Keon West³

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Abstract
The current study examines how intersecting stereotypes about gender and race influence faculty perceptions of post-doctoral candidates in STEM fields in the United States. Using a fully-crossed, between-subjects experimental design, biology and physics professors (n = 251) from eight large, public, U.S. research universities were asked to read one of eight identical curriculum vitae (CVs) depicting a hypothetical doctoral graduate applying for a post-doctoral position in their field, and rate them for competence, hireability, and likability. The candidate's name on the CV was used to manipulate race (Asian, Black, Latinx, and White) and gender (female or male), with all other aspects of the CV held constant across conditions. Faculty in physics exhibited a gender bias favoring the male candidates as more competent and more hireable than the otherwise identical female candidates. Further, physics faculty rated Asian and White candidates as more competent and hireable than Black and Latinx candidates, while those in biology rated Asian candidates as more competent and hireable than Black candidates, and as more hireable than Latinx candidates. An interaction between candidate gender and race emerged for those in physics, whereby Black women and Latinx women and men candidates were rated the lowest in hireability compared to all others. Women were rated more likable than men candidates across departments. Our results highlight how understanding the underrepresentation of women and racial minorities in STEM requires examining both racial and gender biases as well as how they intersect.

Keywords STEM · Prejudice · Gender gap · Racial discrimination · Academic settings · Intersectionality

Science, technology, engineering, and math (STEM) education and innovation are considered essential for the health and longevity of the United States (White House 2018). For this reason, leadership positions in the STEM fields are among the most influential, lucrative, and prestigious in the nation (National Science Foundation 2013; Pew 2018). In keeping with women's rising share of powerful positions in management and politics (Catalyst, 2018, 2019), the proportion of women earning doctorates in many STEM fields has increased considerably over recent decades. According to annual survey data collected by the National Science Foundation, the percentage of women earning doctorates in engineering as well as physical and earth sciences in the United States increased by five points in the last 5 years, although the proportion of women earning doctorates in mathematics and computer sciences only grew by 1% in that time (National Science Foundation 2017a). However, despite the increased proportion of female doctorate recipients in many STEM fields, women remain underrepresented among STEM university faculty compared to their male counterparts. Across all science and engineering fields, women compose 42.5% of assistant professors and just

Electronic supplementary material The online version of this article (<https://doi.org/10.1007/s11199-019-0102-w>) contains supplementary material, which is available to authorized users.

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Published online: 03 June 2019



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www.your-website.com

City, State

SUMMARY
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

WORK EXPERIENCE

Company Name	Location	Job Title
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- Hoc sic expositum d mhi videtur delicatior ratio, quam virtutis vi
- Et quidem iure fortasse gravissimum est, loquor quo modo conveniat
- Nam bonum ex quo praepositum ex eo d alis

EDUCATION

Degree	School Name	Location
2013 - 2013		

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- Qui enim voluptatem ipsam contemnunt, is licet dicere non anteponeere.

Bradley Miller your.name@example.com
111-222-3333
www.your-website.com

City, State

SUMMARY
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

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- Et quidem iure fortasse, sed tamen non gravissimum est, testimonium multitudinis. Haec quo modo conveniat, non sane intellego.
- Nam bonum ex quo appellatum sit, nescio, praepositum ex eo credo, quod praeposuitur alis.

EDUCATION

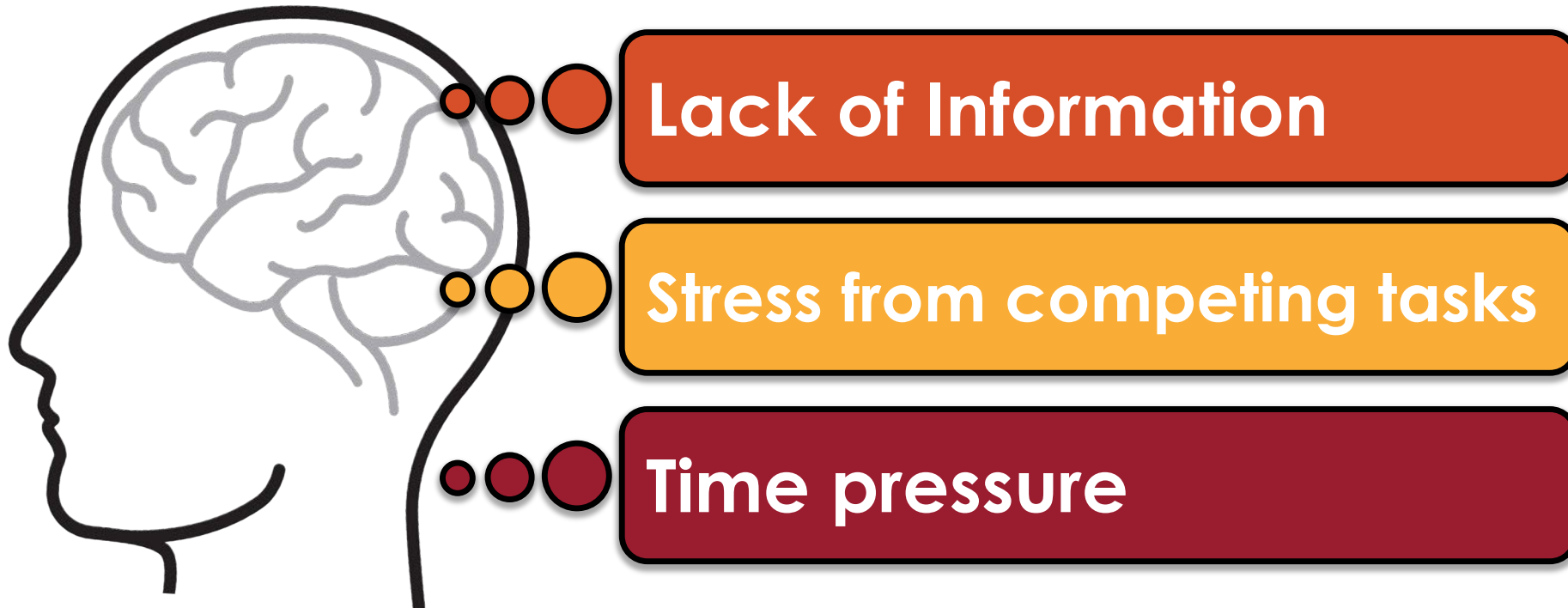
Degree	School Name	Location
2013 - 2013		

ADDITIONAL INFORMATION
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- Qui enim voluptatem ipsam contemnunt, is licet dicere se acupenserem maenae non anteponeere.

Implicit Bias – When Is It Most Likely to Occur?

Under circumstances of...



Source: S.T. Fiske (2002). What we know now about bias and intergroup conflict, the problem of the century. *Current Directions in Psychological Science*, 11, 123-128.

INSTITUTIONAL BIAS



When taken-for-granted...

- Assumptions
- Customs
- Norms
- Preferences
- Routines
- Rules

...result in **prejudicial discriminatory effects** & unequal treatment, opportunities, and outcomes across social groups

Additional Resources

1) An overview of 'Interrogating Bias in Faculty Hiring' (p. 23)

2) Examples of Explicit Bias in Faculty Hiring (p. 25)

23

PART ONE: INTERROGATING BIAS IN FACULTY HIRING

Bias can and often does have an impact on the faculty hiring process. This impact can negatively affect an institution's or department's efforts to diversify their faculty in terms of race and ethnicity. In this resource, we situate faculty hiring as a case of evaluation and decision-making, one that is prone to bias. We focus on two types of bias—implicit and institutional—and offer examples of how they can shape faculty hiring in ways that disproportionately impact candidates of color, particularly those from racially minoritized populations. Additionally, we propose specific actions selection committee members can take to minimize the effect of biases on the hiring process.

A MATTER OF EVALUATION AND DECISION-MAKING

The faculty hiring process involves iterative cycles of evaluation and decision-making; selection committees evaluate candidates for specific criteria through job letters, interviews, and teaching (or research) demonstrations. Psychological research suggests that biases can influence our decisions about list to offer.

Psychologists, behavioral economists, and cognitive scientists have identified a wide range of "cognitive biases" that can influence decision-making. One such bias is "anchoring," which is to rely on a specific piece of information when making a decision. Anchoring can manifest when a colleague on that candidate can also show up when a selected candidate is not selected. Our decisions are influenced by

IMPLICIT BIAS

In recent years, researchers and

*For a comprehensive discussion of cognitive biases, see Daniel Kahneman, Amos Tversky, and Avrami Tversky (Eds.), *Thinking, Fast and Slow* (New York: Farrar, Straus and Giroux, 2011).

message, which varied along racial/ethnic and gender lines. In total, the experiment included 20 names like Meredith Roberts (White female), Lamar Washington (Black male), Juanita Martinez (Latina), and Raj Singh (Indian male). The researchers found that two-thirds of the faculty responded to the emails (good news), however, White men received the highest response rates, regardless of professors' race/ethnicity and gender.

In contrast to "explicit" bias (i.e., biases that are known to us even if we do not wish to admit to them), implicit bias cannot be diagnosed and/or remediated through introspection alone. Furthermore, implicit bias is more likely to occur when we have to make decisions (a) based on limited information, (b) alongside competing tasks, and (c) under time pressure. For these reasons, it is important to understand how implicit biases might manifest during the faculty hiring process and how these biases especially affect efforts to hire more faculty of color. Having an awareness of how implicit bias operates is the first step to implementing strategies to mitigate their influence in faculty hiring.

WHY IS FACULTY HIRING PRONE TO IMPLICIT BIAS?

Selection committees have limited information to make a decision about candidates.

Selection committee members have to juggle other commitments, beyond hiring.

Selection committees face high numbers of applications that need to be evaluated in a short period of time.

EXAMPLES OF IMPLICIT BIAS DURING FACULTY HIRING

1. Qualified candidates from institutions that are not commonly known among selection committee members may be undervalued and more easily excluded from consideration.
2. Candidates with degrees from institutions known among selection committee members may be assumed to be qualified without additional evidence.
3. Candidates who have a PhD or other doctoral degree may be assumed to be more qualified than candidates who have a master's degree without additional evidence.
4. Candidates with the minimum level of content or disciplinary expertise may be assumed to be qualified to teach without additional evidence.
5. Candidates with experience teaching in a community college may be more valued than candidates with experience teaching in a four-year institution, even if the student population of the latter mirrors the former.

25

OBJECTIVE 2

TO DEVELOP STRATEGIES TO DISRUPT NOTIONS OF
“MERIT,” “FIT,” AND “COMPLIANCE” THAT CONTRIBUTE
TO INEQUITIES IN THE INTERVIEW PROCESS

What are traditional
conceptions of Merit?
i.e. Who we deem worthy

MERIT



Institutional
Prestige



Degrees



Outputs



Connections



Experience



These measures:

- Are correlated to race/ethnicity
- Can lead to inequitable hiring
- Have little to do with a candidate's ability to effectively teach and support students, and particularly minoritized students

What are traditional conceptions of Fit?

i.e. Who reflects our interests/values



FIT



Reflect Existing Faculty Backgrounds



Collegiality



Traditional Affect



Shared Interests



- Homophily has implications for racial equity
- Committees are likely to choose candidates that reflect the department's existing members
- “Good fit” is more often thought about in terms of collegiality
- “Good fit” is less often understood in terms of students or college values for equity

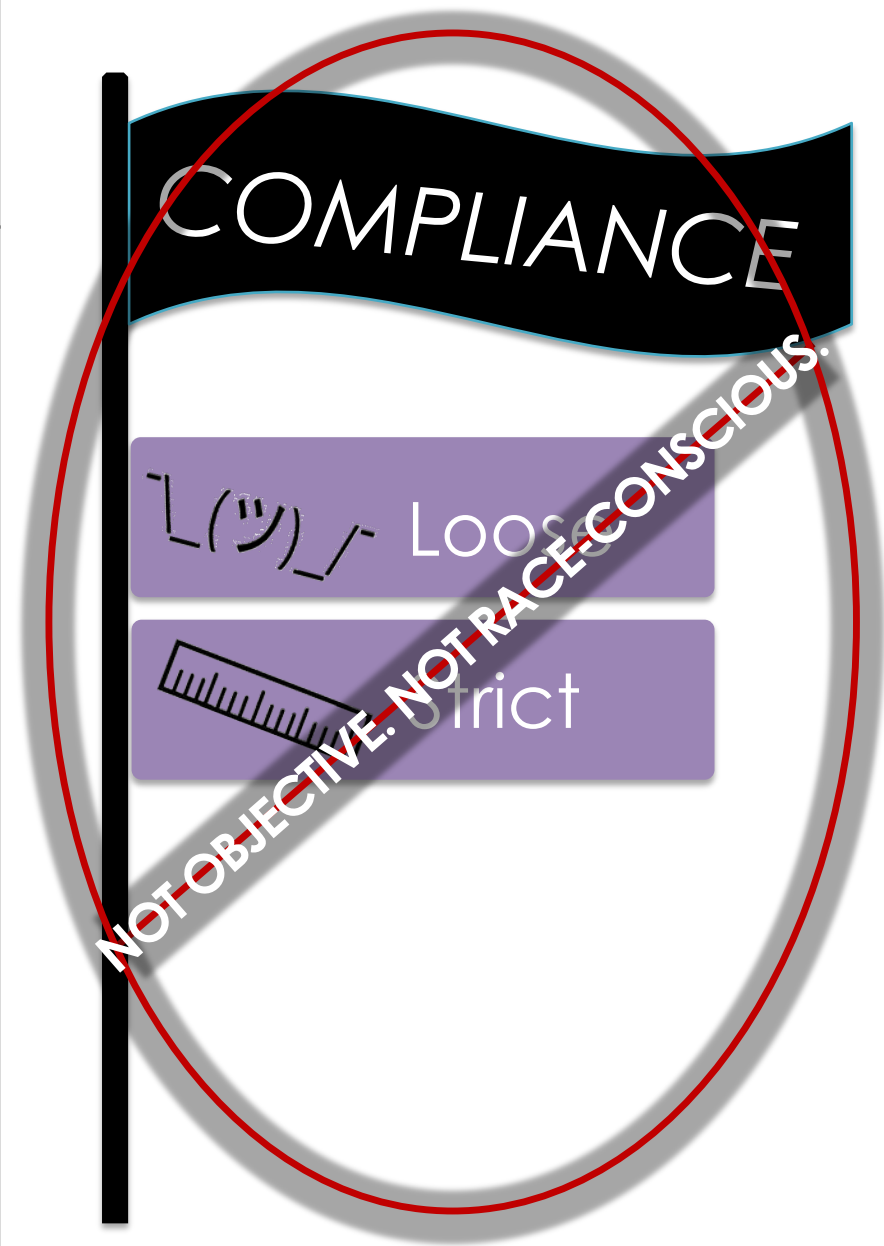
*How do we traditionally
approach compliance
in hiring?
i.e. How to best follow hiring policies*



COMPLIANCE

~(ツ)~ Loose

Strict



- When rules and policies meant to ensure equity in hiring and mitigate bias are disregarded, there is room for inequity and bias to seep in
- When the outcomes of rules, policies, and traditions are not interrogated, they may impede racial/ethnic equity in hiring

31

ACTIVITY 1:

WHAT DO 'MERIT' AND 'FIT' IN FACULTY HIRING MEAN AT YOUR INSTITUTION?

Before changing a conception, it is important to reflect on how that conception is currently defined and implemented in a particular context. The following activity is provided to help selection committees interrogate notions of "merit" and "fit" *before* the faculty hiring process begins and to identify how these conceptions may undermine candidates of color.

Step One: Ask all committee members to complete the sentences below and write their responses on post-it notes, one color for "merit" and another for "fit."

- When considering a candidate's "merit" I think about the following qualities / skills:
- When considering a candidate's "fit" I think about the following qualities / skills:

Step Two: Have the committee members place their post-its on corresponding posters (2), one for "merit" and another for "fit."

Step Three: When all committee members have placed their post-its on the posters, take a minute or two to review them and, as a group, discuss the following questions:

- What do these responses suggest about what "merit" in faculty hiring means at our institution?
- What do these responses suggest about what "fit" in faculty hiring means at our institution?
- How do these conceptions of "merit" and "fit" influence the manner in which we conduct faculty hiring?
- How might these conceptions of "merit" and "fit" impact *candidates from minoritized racial/ethnic groups*?
- How might these conceptions of "merit" and "fit" impact *racially minoritized students* who the successful candidate will teach?

Towards equity-minded notions of merit and fit in faculty hiring

Re-conceptualizing merit and fit in equity-minded ways means inflecting these concepts with race consciousness, the understanding that racial inequity is an outcome of institutional racism. It also means acknowledging practitioner responsibility for achieving racial equity.

Additional Resources

1) Activity: What do 'Merit' and 'Fit' in faculty hiring mean at your institution? (p. 31)

*An Equity-Minded
conception of Merit
i.e. Who we deem worthy*



MERIT

Experience supporting
the success of
minoritized students

Expertise w/culturally
relevant pedagogy

Educated in social
justice & equity

Experience acting as
an equity advocate

32

*An Equity-Minded
conception of Fit*
i.e. Who reflects our interests/values



FIT

Reflects existing
students r/e identities

Holds high expectations
for minoritized students

Can connect w/ students
through multiple identities

Can support & further
campus equity efforts

An Equity-Minded conception of Compliance

i.e. How to best follow hiring policies

COMPLIANCE

Candidates are ensured similar experiences

Rubrics ensure equitable consideration

Equity-minded conceptions guide selection

Steps are evaluated for inequitable impact

Position Title: _____

Candidate: _____

Criteria

Credential

- MA or higher degree from an accredited institution (doctorate preferred)

Experience

- Previous faculty experience
- Experience in community colleges

Leadership talent

- Commitment to academic excellence
- Strong vision
- Personal qualities/skills needed to develop & promote the college and its programs
- Energy and stamina
- Sense of humor

Governance skills

- Commitment to shared governance
- Skills needed to develop and promote effective governance

Diversity

- Sensitive to diverse cultural and socio-economic backgrounds of students, staff, and community

Paper Screening Form Example #1

Does this screening form support...

traditional conceptions

or

equity-minded conceptions

of merit and fit?



Position Title: _____

Candidate: _____

Criteria

Critically Race Conscious

- Has the ability to speak with complexity on the topic of racial diversity, equity, and inclusion
- Familiar with culturally relevant pedagogy in their discipline
- Possesses cultural competence and/or shares common experiences with students at the institution

Engages in self-reflection

- Demonstrates enthusiasm for using disaggregated data to assess racial equity
- Reflects on whether or not practices support equitable success for minoritized populations

Focuses on instructor responsibility

- Seeks to identify and eliminate barriers in mentorship, research, and academic success for racially minoritized students.
- Changes institutional, mentorship, and classroom practices based on analysis of disaggregated data.

Uses position and knowledge to support student success

- Uses institutional knowledge and authority to support the success of minoritized students experiencing gaps
- Acts as an advocate to ensure equity is at the forefront of service

Views students as capable, uses student knowledge as an asset

- Classroom practices are designed to use students' funds of knowledge particularly for minoritized groups experiencing gaps.

Paper Screening Form Example #2

CUE shares this as an example of a screening form that supports...

equity-minded conceptions
of merit and fit.





Table Discussion

Looking at your own applicant screening form...

- 1) What applicant qualities does this screening form prioritize?
- 2) Does this screening form support *traditional conceptions* or *equity-minded conceptions* of merit and fit?



JOB ANNOUNCEMENT ACTIVITY

WHAT CAN JOB ANNOUNCEMENTS COMMUNICATE ABOUT EQUITY?



- What a college values
- How it imagines its role as an educational institution
- What it hopes to achieve
- For whom its efforts are directed
- The specific faculty attributes that the college feels are most important
- Perceptions of students
- Beliefs about student success/practitioner responsibility

WHY DO AN EQUITY-MINDED ANALYSIS OF JOB ANNOUNCEMENTS?

- **Assist** practitioners in reflecting on what messages are being conveyed through job announcements
- **Highlight** what a job announcement communicates about the college's values, identity, goals, and approach with respect to equity
- **Uncover** hidden assumptions about students
- **Provide** insight on how to embed equity throughout a job announcement that then sends a clear message that racial-equity is a core value of the college
- **Attract** candidates that hold the same equity values

CONDUCTING AN EQUITY-MINDED ANALYSIS

The first step in examining a job announcement from an equity perspective is to identify the discourse used (or not used) within the document.

Discourse – defined as “Larger than language, more than words” (Bacchi, 1999).

Analyzing discourse from a critical perspective allows practitioners to examine how language used may “unwittingly perpetuate” and “reinforce inequity” (Allan et al., 2010).

Activity

Break your college into three groups:

- 1) Equity-Minded Language
- 2) Diversity Language
- 3) Deficit-Minded Language

Read through **your** job announcement & highlight or circle the terms identified in the table.

Count the number of times each term appears and record it on your poster.

CENTER for URBAN EDUCATION Page 14

EXEMPLAR COLLEGE, INSTRUCTOR-MATH, Full-Time, Tenure Track

BACKGROUND
[Exemplar] College is seeking a full-time, tenure track faculty member in mathematics. The ideal candidate will share Exemplar's commitment to educating its racially and socioeconomically diverse student population. We currently enroll around 27,000 students, the majority of whom are from racially minoritized populations. 45% of Exemplar College's students are Latinx, 9% are African-American, 5% are Filipino, 13% are Asian-American, 2% Native American, 16.2% are White, and 4.9% are multiracial. In 2001, Exemplar College was designated a Hispanic-Serving Institution, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a Mathematics Department dedicated to developing a curriculum responsive to the students it serves. These efforts include supporting the department in conducting original research on issues of social justice, the "Step Up" program, and the use of pedagogical techniques that draw on students' lived experiences in mathematics.

The successful candidate will join a campus that values faculty participation in the American Association of Colleges and Universities (AACU), American Association of Higher Education (AAHE) and American Association of Community Colleges (AACCC) conferences, community meetings dedicated to social justice, and a robust offering of culturally responsive courses and programs related to issues of social justice.

RESPONSIBILITIES
The successful candidate will be responsible for teaching basic-skills and college-level mathematics courses including Algebra, College Algebra, Statistics, and Calculus and related courses. The candidate should be knowledgeable about culturally-responsive pedagogical practices for engaging African American, Latinx, Filipino, and Native American students who are historically underrepresented and underserved in traditional classrooms. The faculty member will participate in professional development activities including the Exemplar College Math Department's Faculty Inquiry Group (FIG). The FIG conducts research into current instructional practices within the department for the purpose of closing equity gaps experienced by African Americans, Latinx, Native Americans and other disproportionately impacted students. The faculty member will also participate in curriculum development, and in the review and assessment of student learning outcomes and course success rates, disaggregated by race/ethnicity. Participation in campus governance, faculty organizations, and departmental program review is also part of the position's regular responsibilities.

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	Term	No. of times referred to:
Equity-minded language	Racial equity / ethnic equity	
	Hispanic Serving Institution (HSI), AANAPISI, BSI, PWI	
	Ethnicity	
	Race / racial	
	Latinx/ Latino / Latina/ Hispanic	
	White	
	African American / Black	
	Asian/Asian-American/Pacific Islander	
	Native American	
	Culture / cultural	
	Culturally relevant / responsive pedagogy	
	Social justice	
	Anti-racist	
	Minoritized	
Other:		
Diversity language	Diversity / diverse	
	Underrepresented / underserved	
	Multicultural	
	Students of color	
	Minority Serving Institution	
	Demographics	
	All Students/ regardless of race	
	Other:	
Deficit-minded language	At-risk / high-need	
	Underprepared / disadvantaged	
	Untraditional / non-traditional	
	Underprivileged	
	Learning styles	
	Achievement gap	
Other:		

EQUITY IN FACULTY HIRING: JOB ANNOUNCEMENT CONTENT ANALYSIS



DISCUSSION PROMPTS

1. What patterns do you see emerge in the table?
2. Where do the terms used in the job announcement tend to fall (dark gray, gray, or light gray areas?)



USE OF LANGUAGE

Equity-minded language:

- Racial equity / ethnic equity
- Hispanic Serving Institutions (HSI), AANAPISI, BSI, PWI
- Ethnicity
- Race / racial
- Latinx / Latino / Latina / Hispanic
- White
- African American / Black
- Asian / Asian-American / Pacific Islander
- Native American
- Culture / cultural
- Culturally relevant / responsive pedagogy
- Social justice
- Anti-racist
- Minoritized
- Other:

Diversity language:

- Diversity / diverse
- Underrepresented / underserved
- Multicultural
- Students of color
- Minority Serving Institution
- Demographics
- All Students / regardless of race
- Other:

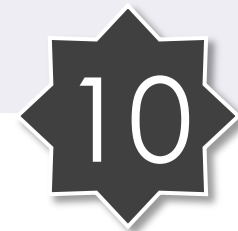
Deficit-minded language:

- At-risk / high-need
- Underprepared / disadvantaged
- Untraditional / non-traditional
- Underprivileged
- Learning styles
- Achievement gap
- Other:

DISCUSSION PROMPTS

3. When these terms do appear, are they listed as “desired” qualifications or are they considered “essential” qualifications?

4. Overall, do you think the announcement:
 - Needs to be revised to make faculty diversity and equity-mindedness a clearer priority?
 - Should be a model for other searches?



ADDITIONAL DISCUSSION PROMPTS

- In what way does this announcement convey or fail to convey a priority for Latinx and/or other racially minoritized faculty?
- If your job announcement(s) need to be changed, what needs to happen? Who can make this happen? Do you foresee any obstacles?

WHO SHINES?: THINKING ABOUT ASSESSMENT CRITERIA AND HOW IT CAN SERVE EQUITY

Position Title: _____

Candidate: _____

Criteria

Credential

- MA or higher degree from an accredited institution (doctorate preferred)

Experience

- Previous faculty experience
- Experience in community colleges

Leadership talent

- Commitment to academic excellence
- Strong vision
- Personal qualities/skills needed to develop & promote the college and its programs
- Energy and stamina
- Sense of humor

Governance skills

- Commitment to shared governance
- Skills needed to develop and promote effective governance

Sensitivity

- Sensitive to diverse cultural and socio-economic backgrounds of students, staff, and community

Paper Screening Form Example #1

Does this screening form support...

traditional conceptions

or

equity-minded conceptions

of merit and fit?

Criteria

Cultural competence

- Shares common experiences with students at the institution.

Engages in self-reflection

- Uses data driven self-reflection
- Uses disaggregated data to ensure equitable success for minoritized populations.

Focuses on instructor responsibility

- Changes classroom practices (and/or institutional processes) based on analysis of disaggregated data.
- Seeks to identify and eliminate barriers.

Uses position & knowledge To support student success

- Uses institutional knowledge and authority to support the success of populations experiencing gaps
- Acts as an advocate to ensure equity is at the forefront during department and college service

Views students as capable, uses student knowledge as an asset.

- Classroom practices are designed to use students' funds of knowledge, particularly for minoritized groups experiencing gaps.

Paper Screening Form Example #2

Does this screening form support...

traditional conceptions

or

equity-minded conceptions

of merit and fit?



Table Discussion

Looking at your own applicant screening form...

- 1) What applicant qualities does this screening form prioritize?
- 2) Does this screening form support
traditional conceptions
or
equity-minded conceptions
of merit and fit?

Traditional conceptions:

- **Credentials**
- **Experience**
- **Leadership talent**
- **Governance skills**
- **Sensitivity**

Equity-minded conceptions:

- **Cultural competence**
- **Engages in self-reflection**
- **Focuses on instructor responsibility**
- **Uses position & knowledge to support student success**
- **Views students as capable, uses student knowledge as an asset**

Who shines?



Traditional conceptions:

- **Credentials**
- **Experience**
- **Leadership talent**
- **Governance skills**
- **Sensitivity**

Equity-minded conceptions:

- **Cultural competence**
- **Engages in self-reflection**
- **Focuses on instructor responsibility**
- **Uses position & knowledge to support student success**
- **Views students as capable, uses student knowledge as an asset**

Cover Letter #1:

“As you’ll see in my resume, I have many years experience teaching in community colleges and serving on a community college academic senate. The first eight years of my teaching career were also spent in a school district with a high proportion of at-risk and free-and-reduced-lunch students.”

Traditional conceptions:

- **Credentials**
- **Experience**
- **Leadership talent**
- **Governance skills**
- **Sensitivity**

Equity-minded conceptions:

- **Cultural competence**
- **Engages in self-reflection**
- **Focuses on instructor responsibility**
- **Uses position & knowledge to support student success**
- **Views students as capable, uses student knowledge as an asset**

Cover Letter #2:

“As a first-generation student and an African-American female studying mathematics, I always found that a friendly voice, a helpful piece of advice, or a teacher getting to know me for who I am as a person helped create a sense that I belonged, and I have aimed to do the same for my students in my two semesters as a graduate teaching assistant. Whether it is a simple hello at the beginning of the day, walking students to the tutoring center myself, or taking class time to advise students on their next math class, I feel it is important for me to provide the same environment my professors gave me as a way to pay it forward.”

Traditional conceptions:

- **Credentials**
- **Experience**
- **Leadership talent**
- **Governance skills**
- **Sensitivity**

Equity-minded conceptions:


- **Cultural competence**
- **Engages in self-reflection**
- **Focuses on instructor responsibility**
- **Uses position & knowledge to support student success**
- **Views students as capable, uses student knowledge as an asset**

Cover Letter #3:

“...as a result of the study I conducted as a graduate student, the English Department came to see that Latinx students were receiving the college-level-placement approval from faculty at a much smaller rate than white students, even though they had the same placement score.”

Vignette Activity

PART TWO: ACTIVITY 7a



Vignette Activity
During the Vignette, think about...

While watching the Vignette consider the following prompts:

- What skills or qualities does Cheryl look for to determine a candidate's 'merit' or 'worthiness'?
- What interests or values does Cheryl look for to determine how well a candidate will 'fit' with existing faculty or department priorities?
- In what ways is Cheryl following / not following the designated hiring process (e.g. how is she 'compliant' with the hiring process)?
- What is the potential impact on candidates from underrepresented racial/ethnic groups of Cheryl's conceptions of 'merit', 'fit', and/or 'compliance'?

1) jot down your observations on a post-it


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Vignette Activity

As a table, take **10 minutes** to discuss

- 1) your observations
- 2) if hiring discussions on your campus are similar or different

PART TWO: ACTIVITY 7a



Vignette Activity
During the Vignette, think about...

While watching the Vignette consider the following prompts:

- What skills or qualities does Cheryl look for to determine a candidate's 'merit' or 'worthiness'?
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- What is the potential impact on candidates from underrepresented racial/ethnic groups of Cheryl's conceptions of 'merit', 'fit', and/or 'compliance'?

Example strategies for disrupting equity-undermining statements/practices

- Ask “who benefits?”
- Name practices that undermine equity
- Re-center race consciousness
- Agree to hold each other accountable

Next Steps



Feedback Forms & Close

