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# FACULTY SEARCH COMMITTEE BRIEFING: DIVERSIFYING THE FACULTY 2018

CHAPMAN UNIVERSITY

Designed in collaboration with

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# DIVERSITY AND INCLUSION IN HIGHER EDUCATION

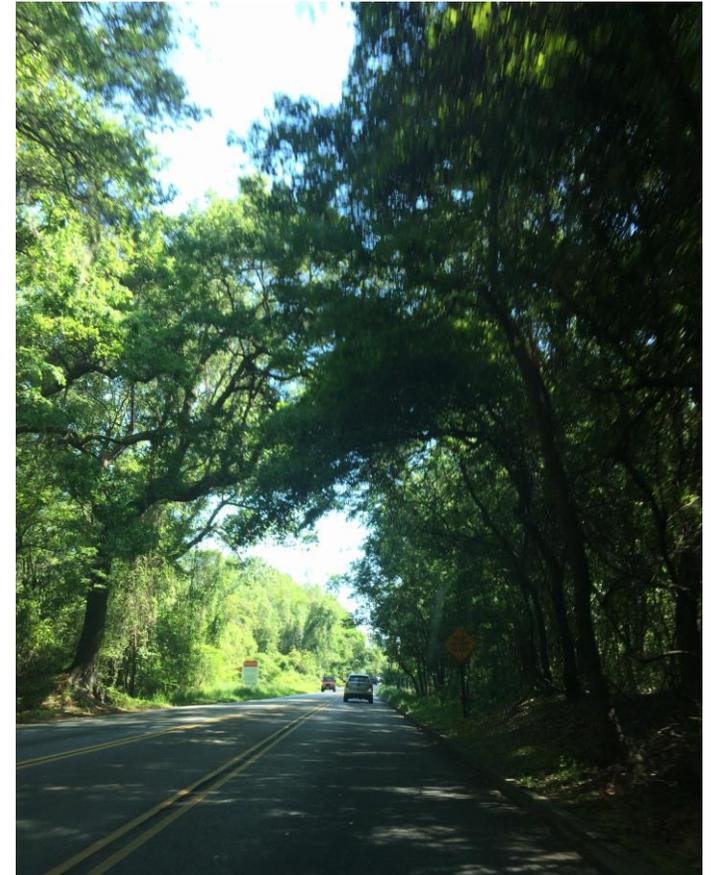


“Education benefits when those involved, both students and faculty, represent a variety of backgrounds, perspectives, and viewpoints. Diversity in the classroom is not a concession to political correctness, but rather the realization that only when we hear and work with people whose experiences and perspectives – and therefore viewpoints – are different, we really learn.”

*- President Daniele Struppa, Chapman University*

# OBJECTIVES OF WORKSHOP

- Clarity of terms: equity, equality, and diversity.
- Address case for why increased faculty diversity is important to a university.
- Impact of inclusion on the learning process.
- Understand how a search committee impacts the search process.



# BENEFITS OF FACULTY DIVERSITY

## STUDENTS

- Community relevance
- Retention & engagement
- Personalized learning
- Global workforce preparedness
- Varied artistic and scholarly topics and methods
- Role models

## FACULTY

- Socially relevant topics & methods
- Increased vantage points, creativity, innovation, & mutual collegial learning
- Wider access to global collaborators and sites
- Credibility among diverse populations
- Wider scope of research grants possible
- Role models

# CLARITY OF TERMS: EEO, AA, DIVERSITY

Before beginning a search it is helpful to understand the difference between the concepts of Equal Employment Opportunity, Affirmative Action and commitment to Diversity. *(University of Arizona, Division of Human Resources)*

# CLARITY OF TERMS: **DIVERSITY**



# CLARITY OF TERMS: EQUALITY VS. EQUITY

- **EQUALITY** - All plants are given the same amount of water, shade, sun, etc. Some thrive while others perish. This pattern is often predictable and systemic.
- **EQUITY**- The garden is nurturing enough that all viable plants have a fair chance of thriving.



# CLARITY OF TERMS: INCLUSION

- **INCLUSION** - The soil and conditions (i.e., the organization culture and behavioral patterns) into which all are planted. How nourishing is the soil? Can plants thrive?



- **Themes of inclusion\*:**

1. Care
2. Connection
3. Communication
4. Mentoring and coaching
5. Visibility and reward
6. Interpersonal inclusion
7. Fairness and trust

\*Source: *Smith & Lindsay (2014), Beyond Inclusion*

# SEARCH COMMITTEE DISCUSSION

What relevance do faculty diversity, equity, and inclusion have to Chapman University's?

- Mission Statement

To provide personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens.

- Vision Statement

Chapman University will be a student-centered institution, recognized nationally and internationally as a center of academic and personal excellence that prepares our students to contribute to a global society.

- Central Commitments (3 of 7)

Create stimulating learning environments for a diverse population.

Create learning, living and working environments that foster diversity, multiple perspectives and the free exchange of ideas.

Affirm our openness to diverse religious, spiritual, political and ethical traditions.

# EXAMPLE: SEARCH COMMITTEE MEMBER IDENTIFIES GAPS IN AWARENESS

DIVERSITY DIMENSIONS	PERSONAL CHARACTERISTICS	U.S.-CENTRIC PRIVILEGE DYNAMICS
Race		White
Gender		Male
Age		40+ Years
Sexual Orientation		Heterosexual
Mental/Physical Ability		Healthy/Able
Socio-economic Status (SES) / Class		Upper Class
Education		College Graduate / Pedigree
Religion		Christian
Nationality		U.S. Born / “American”
How included do I feel here?		Highly Included

# IDENTITY-CENTRISM

The belief in the inherent superiority of one's own identity group (e.g., discipline, alma mater, gender, culture, race, age group, religion, etc.). A tendency to view people from identity groups through the lens of one's own identity.

- A “knee jerk” response to link “diversifying” to “decreased quality”
- An insistence that “color blindness” is the ideal, when, in fact, color blindness is not possible nor an ideal. It invalidates the core identities of many underrepresented faculty members
- Having a stereotypical picture of what a ‘typical’ faculty member will look or sound like in a particular discipline
- “We just want smart people doing interesting research that we can work with who are a good fit.”
- “We should hire the candidate less likely to sue us.”
- “We’ve always done it this way.”



# THE PRIVILEGE WALK & IMPLICIT BIAS

## ■ **Privilege Walk**

- YouTube has several videos with examples of what is known as the privilege walk. A group of people are asked 35 questions, stepping forward or backward depending on their answers to the question. At the end of the exercise participants share their experience. <https://www.theodysseyonline.com/privilege-walk>

## ■ **Implicit Attitude Tests (IAT)**

- There are numerous tests available on the internet. The most widely known is the Harvard Implicit Bias test.
- <https://implicit.harvard.edu/implicit/takeatest.html>



## SEARCH COMMITTEE CONSIDERATIONS

# COMMON PRECONCEPTIONS

\* Source: *Daryl G. Smith (1996). Faculty Diversity: When Jobs are Scarce: Debunking the myths*

\*\* Source: *Achieving Faculty Diversity (by Jeri Spann, 1988)*, and *The Complete Academic Search Manual (by Lauren Vicker & Harriette Royter, 2006)*, and *Diversifying the Faculty (by Caroline Sotello Viernes Turner, 2002)*

- Because so few potential faculty members of color are in the graduate-school pipeline, they are highly sought after.\*
- After they are hired by one institution, scholars of color routinely are recruited by more prestigious campuses.
- Campuses are so intent on diversifying the faculty that heterosexual white males have little chance of being hired.\*
- We've already done all we can.\*\*
- Faculty of color wouldn't want to live here.\*\*
- They'll want astronomical salaries.\*\*
- There aren't any faculty of color or underrepresented groups out there.\*\*
- They aren't the best qualified.\*\*

# UNDERREPRESENTED FACULTY CONCERNS

Source: *Diversifying the Faculty* (by Caroline Sotello Viernes Turner, 2002) and (Smith & Lindsay, 2012)

- Several justifiable concerns of some underrepresented faculty are:
  - Being denied tenure or promotion due to race/ethnicity/gender
  - Being expected to work harder than white colleagues
  - Having protected characteristics given more attention than credentials
  - Being treated as a token
  - Lacking support or validation for research on “minority issues”
  - Being expected to handle minority affairs
  - Having too few minorities on campus (this can cause feelings of isolation)

Being aware of these concerns is useful. Also, making an already inclusive school or departmental culture even more inclusive addresses many of the concerns!

# PITFALLS TO AVOID FOR SEARCH COMMITTEES

Source: *Diversifying the Faculty* (by Caroline Sotello Viernes Turner, 2002)

- Posting the position using the same sources that you've always used.
- Putting all your advertising dollars into one or two resources.
- Exhibiting neutrality or indifference regarding diversity.
- Being pressured to conform to the majority perspective (especially those with higher status in the organization).
- Allowing inappropriate questions or unseemly behavior from stakeholders which include students, staff, faculty and the committee members.
- Ignoring basic principles of hospitality and hosting.
- Asking any questions during any aspect of the interview process relating to a candidate's protected class.

# SEARCH PROTOCOL – ACTION ITEMS

1. Document the entire process.
2. Write & follow set of required criteria for the position.
3. Post ads.
4. Write & follow set of interview questions for different types of interviews.
5. Track applicants.
6. Narrow candidate pool using the criteria developed by your team.
7. Facilitate on campus interview process.
8. Determine top candidates and submit as requested to Dean.

***For questions about this piece, contact Eileen Besner, Director of Faculty Affairs***

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# BEST PRACTICES

## Whenever possible...

- Write the position description from scratch to reflect current departmental needs. Do not be so overly specific that you can't pick up excellence.
- When possible, search committees should represent a diverse cross-section of faculty, including minority and majority groups.
- Advertise the position at conferences and in outlets that signal your commitment to diversifying your faculty.
- Before any candidates are reviewed, determine selection criteria.
- Have multiple committee members participate in screening interviews and calling references.

Adapted from <http://facultyhiring.uoregon.edu>

# BEST PRACTICES

## Whenever possible...

- Always evaluate each candidate according to that search criteria.
- Ask candidates to describe their preparation for, and or experience with, working within a multicultural environment.
- Ensure that notes are taken about each candidate's evaluation and why or why not they were invited to continue in the process.
- Provide an unranked list of candidates to the dean, with candidate pros, cons, and clear rationale.
- Meet one more time after the search to do a “post mortem” and document useful knowledge for your department and for the University.
- **Remember...you are ALWAYS recruiting (e.g., conferences, in the community)**

Adapted from <http://facultyhiring.uoregon.edu>

# SEARCH COMMITTEE TAKE-AWAYS

- Faculty diversity is essential to realizing Chapman University's vision, fulfilling its mission, holding to its commitments, and its statement on diversity and inclusion.
- Faculty diversity is a critical issue; it is central to the education delivery and knowledge creation processes themselves.
- Use personal touch or outreach to post positions and notify potential candidates.
- Identify ways to make the search process more inclusive so as to attract candidates.
- Similarly, do small things to nudge the climate toward being a more inclusive one.
- Treating people "equally" is not always the same as treating them "equitably" or fairly.

Variety of Faculty Lived Experiences

+

Disciplinary and Teaching Expertise

+

Embrace of Chapman's Mission

+

Search Committee Best Practices

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Optimally Diverse Candidate List



FOR FURTHER QUESTIONS, PLEASE CONTACT:

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# CHAPMAN UNIVERSITY STATEMENT ON DIVERSITY & INCLUSION

Chapman University is deeply committed to enriching diversity and inclusion through on-going efforts to cultivate a welcoming campus climate for all members of the Chapman community. We strive to provide an inclusive academic curriculum, promote equity and access in recruitment and retention, and develop meaningful outreach programs and partnerships with our diverse local communities. We value diversity and inclusion in the learning environment and believe it is vital to the fulfillment of the university mission. It is our conviction that an inclusive learning environment facilitates complex, critical and creative thinking and that differences in identities, values, beliefs and perspectives are fundamental to a comprehensive education.

At Chapman the term diversity implies a respect for all and an understanding of individual differences including race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, medical condition, sexual orientation, military or veteran status, genetic information and any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect.