



FACULTY SEARCH

Striving for Diversity

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University of Scranton

LEGEND

- ▶ Rationale
 - ▶ U of S & Diversity
 - ▶ The Job Ad
- ▶ Selection Committees
 - ▶ The Selection Plan
- ▶ The Structured Interview
 - ▶ Biases and Assumptions
 - ▶ Comments and concerns



WHY?...2010-2015 STRATEGIC PLAN

CURA PERSONALIS

*We strive for “an education that is
engaged, integrated and global”
- Kevin Quinn, SJ - President*

“We will increase the
diversity of our
campus and expand
opportunities for
multicultural
experiences for our
community.”



WHY?...RESEARCH SAYS SO...

MAGIS

Diversity in Education:

Studies at University of Michigan: a diverse student body and faculty
⇒ enhances the learning environment,
new/innovative ideas,
multiple points of view.

Diversity at Work:

Employees of all ethnic origins, faiths and interests ⇒
new/innovative ideas +
reflect realities of the global marketplace.

See Slide 25 for Sources/References



WHY?...THE LAW SAYS SO

U of S complies with:

- ▶ Executive Order 11246 as amended;
- ▶ Rehabilitation Act of 1973, as amended;
- ▶ Veterans Readjustment Act of 1974;
- ▶ Equal Pay Act of 1963;
- ▶ Pregnancy Discrimination Act, Age Discrimination Act of 1964
- ▶ Title VI and VII of 1964
- ▶ Title IX of 1972
- ▶ All Federal & State Laws re: anti-discrimination



WHY?

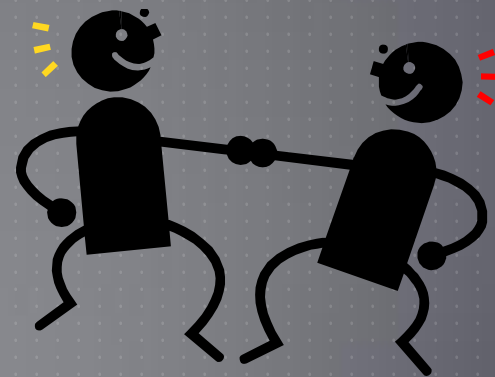
b) Because it is the business thing to do → We must remain competitive, respond to market demands...

c) Because it is the right thing to do → we are all enhanced by building an exclusive community that appreciates different ways of being/knowing...



DIVERSITY IN OUR WORLD

- “men and women *with and for others*” Links workforce diversity to the strategic plan, which acknowledges changes in demographics
- ❖ Understands that diversity includes not only **ways of being** but also **ways of knowing**.
- Understands and appreciates the **interdependence** of humanity, cultures, and the natural environment.



Get ready... they are diverse and they are coming





They are
already here!



HOW HAVE WE PREPARED OUR STUDENTS...?

to thrive in an increasingly diverse world?

- ▶ Have they been exposed to other ways of being?... Other ways of knowing?



- ▶ Understanding that diversity includes not only ways of being but also ways of knowing.



THE JOB AD AS A LEGAL DOCUMENT

- ▶ Minimum versus preferred requirements
- ▶ Boiler Plate Language
- ▶ Where to advertise – targeted



THE JOB AD...

- ▶ Minimum versus Preferred Requirements

- ▶ A fair balance
 - ✓ Teaching Experience
 - ✓ Knowledge Content
 - ✓ Research/Publications
 - ✓ Commitment to Diversity
 - ✓ Non-traditional Pedagogy
 - ✓ Recommendations



THE JOB AD...

■ Tagline

The University of Scranton is an AA/EO employer/educator

Versus

■ An invitation

“The University of Scranton is committed to developing diverse faculty, staff and student body and to modeling an inclusive campus community...In keeping with this commitment, the University welcomes applications from candidates with diverse backgrounds.



THE JOB AD

Where to Place the Job Opening:

- The Chronicle of Higher Ed.
- DiverseJobs
- Historically Black Colleges & Universities
- Professional Organizations: Minority Divisions
- Academic Conferences
- Career Link
- Veteran/Rehabilitation centers
- Discipline related media/conferences

Etc.



RECRUITMENT PLAN

- ▶ Selection Committee
 - a) Reflective of diversity
 - b) Roles and responsibilities
 - c) Commitment to diversity articulated
 - d) Attention to potential biases



THE INTERVIEW



- ▶ Lawful and Unlawful Interview Practices (see handout)

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- ▶ Awareness of biases (see handout)

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- ▶ Mission related questions (see handout)

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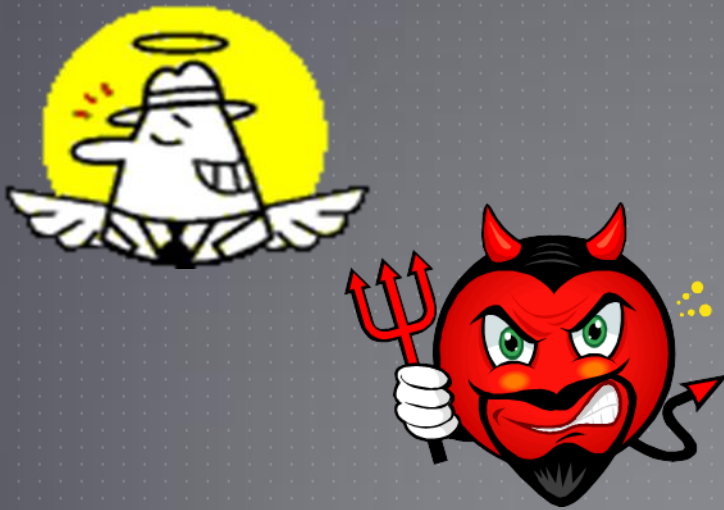
- ▶ Other sample questions (see handout)



BEWARE OF SUBTLE BIASES

Halo effect vs. Horn effect

E.g. Accent vs. Proficiency



COGNITIVE ERRORS

- First Impressions
- Elitism – Academic pedigree
- Raising the bar – shifting standards
- Premature ranking – digging in /longing to close
- Good fit/bad fit and other “trump cards”
- Provincialism
- Myths and “psychoanalyzing the candidate”
- Character over context
- Yielding to momentum of the group
- Negative stereotyping/biases
- Positive stereotyping/biases
- Etc.

Moody (2012) “Faculty Diversity”



TO OVERCOME COGNITIVE ERRORS - SET GROUND RULES

- 1) Be intentional in diversifying the search committee
- 2) Play an active role in building the diversity of your pool
- 3) Purpose to acknowledge and rise above biases (subtle and otherwise)
- 4) Adhere to the weighting of each job category as agreed upon with the Provost and Deans' Offices
- 5) Decide how decisions will be arrived at – before committee work begins
- 6) Set rules for equal “air time” (during committee deliberations)

Moody (2012) “Faculty Diversity: Removing the barriers”



TO OVERCOME COGNITIVE ERRORS - SET GROUND RULES ... CONT.

- 7) Be consistent in attendance (search committee meetings)
- 8) Present and consider concrete evidence not personal opinion or hearsay about job candidates
- 9) Purpose to treat every applicant with respect (includes providing the interview candidates the same questions, asking them if there is a group or individual with whom the candidates would like to meet privately)*
- 10) Use behavior based questions, standard questions and simulations during the interviews – the same for all candidates

Moody (2012) "Faculty Diversity: Removing the barriers"



WHAT IF...?



“I think computer viruses should count as life. I think it says something about human nature that the only form of life we have created so far is purely destructive. We’ve created life in our own image”.

Stephen Hawking



FAQS AND COMMENTS

- ▶ Why invest in a diverse faculty?
 - ▶ Is a search for diversity a sacrifice for quality?
 - ▶ Does focusing on diversity diminish opportunities for heterosexual white males?
 - ▶ What if – there are no ‘qualified’ women/minorities/pwds in our field?
 - ▶ Shouldn’t we be focusing on hiring the “best/best fit”?
 - ▶ Will minority candidates want to come to our campus?
- pwds = persons with disabilities



FAQS AND COMMENTS... CONT.

If you are concerned about any of the above – please contact the Office of Equity and Diversity for further assistance.

Also the following is a selection of recommended resources

- Faculty Diversity: Removing the Barriers by JoAnn Moody (2012)
- Achieving Faculty Diversity: Debunking the Myths by Smith et al (1996)
- Interviewing: More than a Gut Feeling by Richard Deems (1997)
- Other resources available at OED.



QUESTIONS?



SELECTED SOURCES – AVAILABLE AT OED

- ▶ Faculty Diversity: Removing the Barriers - JoAnn Moody (2012), Routledge
- ▶ Achieving Faculty Diversity: Debunking the Myths - Smith, Wolf, Busenberg (1996), ACE
- ▶ Interviewing: More than a Gut Feeling - Richard Deems (1994), AMI
- ▶ The Impact of Diversity on Students - Appel, Cartwright, Smith, Wolf (1996), AACU
- ▶ Recruiting and Hiring Women in STEM Fields - Glass & Minnotte (2010), NADOHE/ACE
- ▶ Achieving Diversity in the Professoriate: Challenges and Opportunities - Knowles and Harleston (1997), ACE
- ▶ Minorities in Higher Education (series) – ACE
- ▶ Understanding Subtle Employment Discrimination – McCaffrey (2005), EEOC

