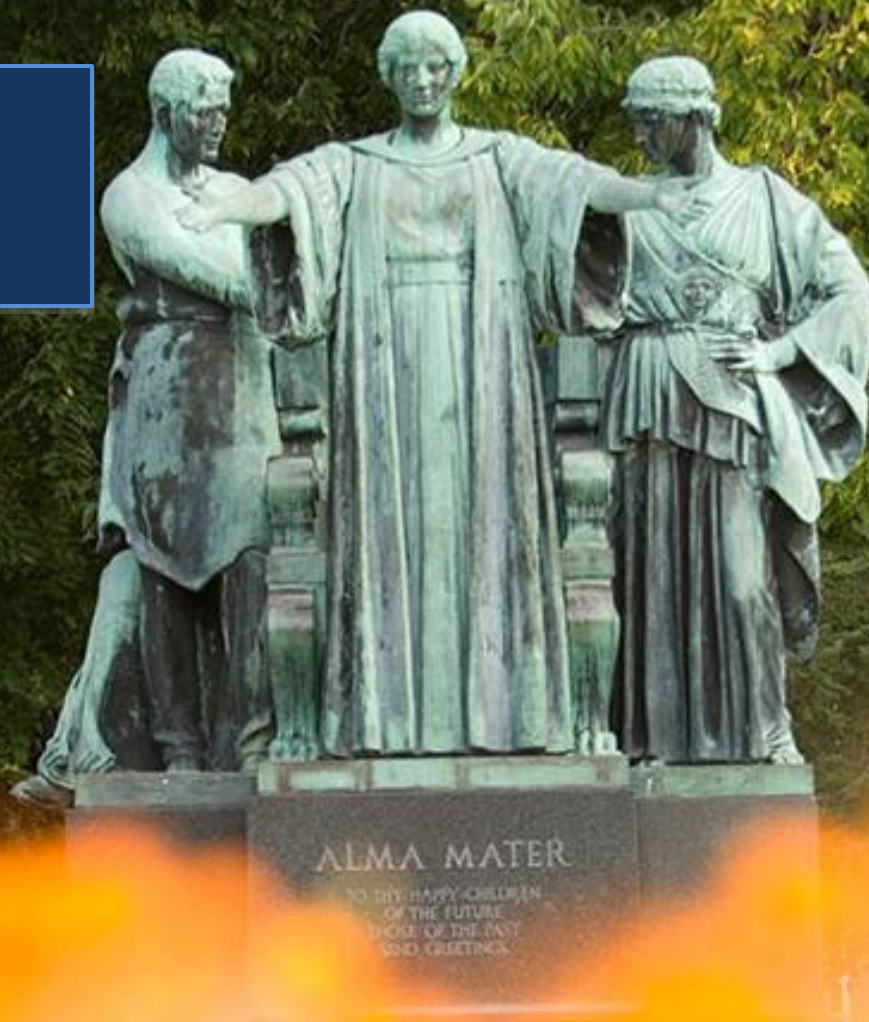


Being a Change Agent in the Search Process



Menah Pratt-Clarke | Associate Chancellor

Heidi Johnson | Sr. Associate Director



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This workshop will help you:

Learn how to be a diversity advocate/change agent

Understand research on bias

Learn diversity recruitment strategies



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Benefits of Diversity

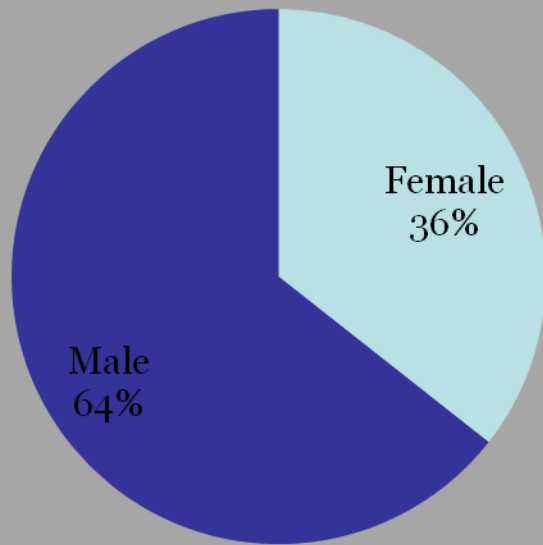
- Diversity on Juries (Sommers 2006)
 - More information exchange
 - Took longer
 - Discussed more case facts
 - Discussed more missing evidence
 - More information exchange
 - Fewer inaccurate statements
 - Fewer uncorrected inaccuracies
 - More openness to discussing race
 - Discussed more race-related topics
 - Fewer objections to considering the role of race

Slide Source: 2008 LEAD presentation by Sapna Cheryan, Assistant Professor of Psychology, University of Washington

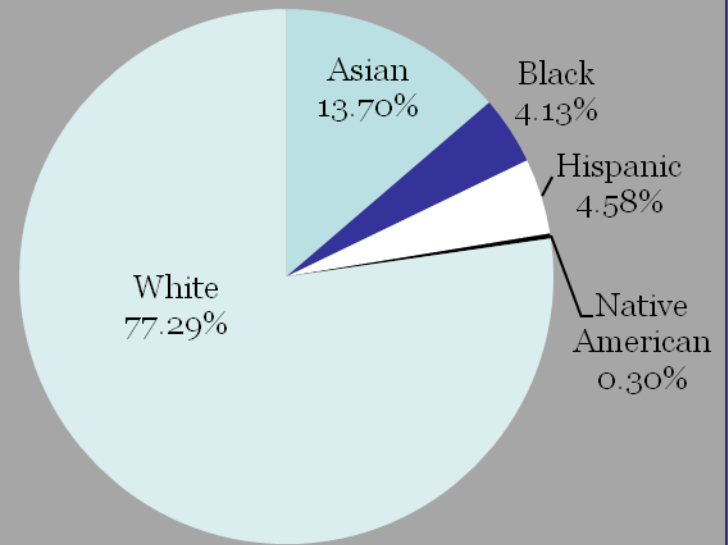


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Faculty/Other Academic

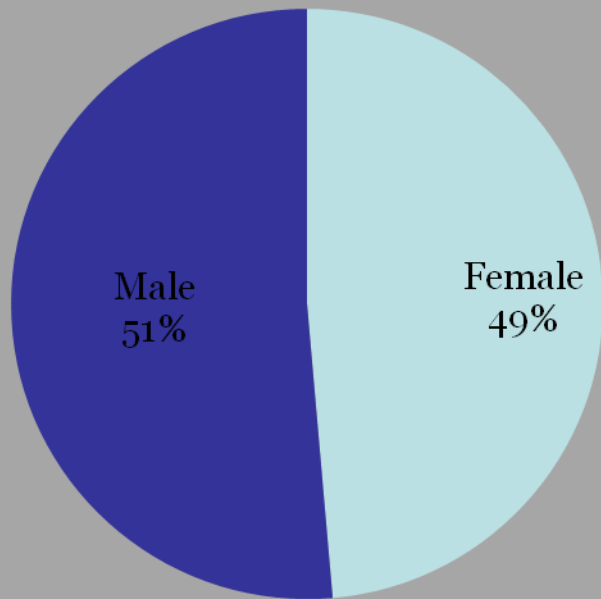


Faculty/Other Academic

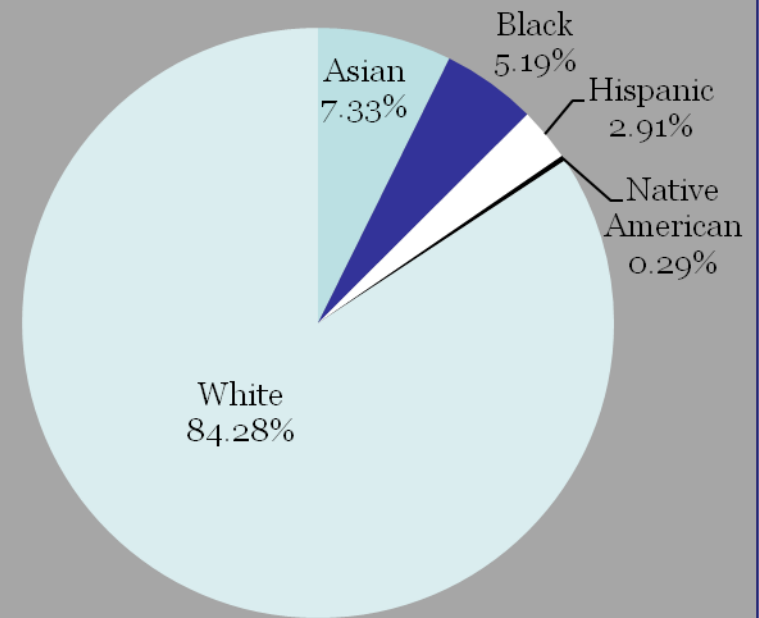


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Academic Professional



Academic Professional

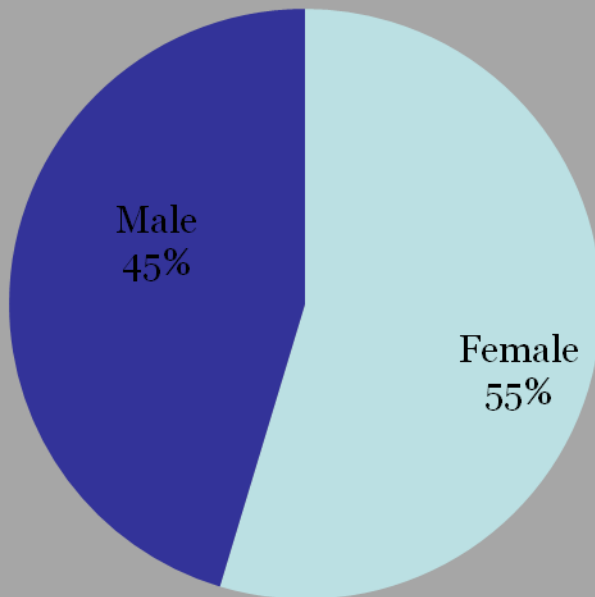


Being a Change Agent in the Search Process

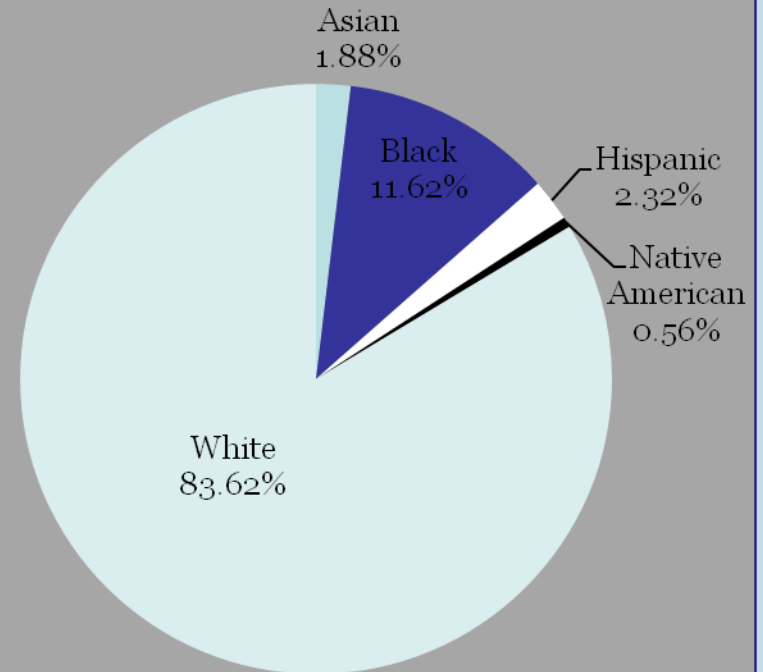


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Civil Service



Civil Service



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Diversity Advocate

- Advocate for diversity in search process
- Review affirmative action placement goals for unit
- Monitor recruitment outreach
- Review diversity of applicant pool and finalist pool report
- Discuss, call-out, and speak out against bias in the search process
- Can be committee chair/member
- Should be a change agent



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Change Agent

- Advocates
- Speaks differently and compellingly about diversity
- Frames issues
- Demonstrates leadership
- Is willing to alter status quo
- Is not necessarily argumentative



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Case Study

Deliberations of a Search Committee



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Case Study Questions

Please list the concerns you have about this deliberation process and discuss the biases that are present.

Discuss what a change agent would do to address the concerns and biases.



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Case Study – Report Out

Share one suggestion that the change agent should do in this situation.

Share one bias that the you identified in the case study.



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The Diversity Advocate should be aware of Short Cuts

Cloning

Similar attributes/
background

Negative Stereotypes

Presumptions of
incompetence

Snap Judgments

Judgments with
insufficient evidence

Positive Stereotypes

Presumptions of
competence

Euphemized Bias

- Visionary
- Star
- Committed
- Focused



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Examples of assumptions or biases that can influence the evaluation of applications - Diversity Advocate should be aware of research on bias:

Resumes of applicants with “white-sounding” and “male” names were more often likely to be interviewed for open positions than were equally qualified applicants with “African-American-sounding” or “female” names (American Economic Review, 2004; Sex Roles, 1999)



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Examples of assumptions or biases that can influence the evaluation of applications

A study of over 300 letters of recommendation for medical faculty found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided “minimal assurance” rather than solid recommendation, raised more doubts, portrayed women as students and teachers while portraying men as researches and professionals, and more frequently mentioned women’s personal lives. (Discourse and Society, 2003)



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Academic CV evaluation (Steinpreis et al., 1999)

Same CV, different name

Male applicant rated better in all categories,
more likely hired

Pattern holds for both men and women
reviewers

Fellowships (Wennerås and Wold).

Actual applicants to fellowship program

Women applicants' productivity score had
to be significantly higher to receive same
peer review application score as men



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Evaluation Bias

Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in work settings.



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Assumptions and Biases in the Search Process

Negative assumptions about whether female or minority candidates will “fit in” to the existing environment can influence evaluation.

Assumptions about possible family responsibilities and their effect on the candidate’s career path may negatively influence evaluation of a candidate’s merit, despite evidence of productivity.

The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated.



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Be aware of commonly used indefensible screening:

University/college/graduate advisor reputation (hard to justify as job-related; may discriminate by race and gender)

Degree requirements (unless essential to successful job performance)

Uninterrupted periods of employment (may adversely affect women in their childbearing years and persons with medical conditions)

Recency of degree (age)



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Being a Change Agent -Minimizing the influence of bias and assumptions

Learn about and discuss research on biases and assumptions at first search committee meeting

Be able to defend every decision for eliminating or advancing a candidate

Spend sufficient time evaluating each applicant

Evaluate each candidate's entire application; don't depend too heavily on only one element such as letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program



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Being a Change Agent – It is important to ensure fairness to all applicants:

Consistent treatment of applications at each stage of the selection process

Consistent evaluation of all applicants

Stated qualifications providing the basis for the selection criteria used in the final decision – applicant status codes

Documented decisions

Determine selection criteria in advance of the initial review

Develop operational definitions of each selection criteria



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Be Aware of Best Practices

Diversity on the committee

Diversity valued in job announcement and at institutional level

Strong advocate on committee

Accountability

Avoid narrowing the search

Always be recruiting

Incorporate diversity in the interview process



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Diversity Interview Questions

The following are examples of appropriate opening statements and open-ended interview questions to use as assessment tools for evaluating candidates' qualifications for teaching and/or working in a diverse environment:

"Our college/unit values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity."

"What do you see as the most challenging aspects of an increasingly diverse academic community? What have you done, formally or informally, to meet such challenges?"

"How do you view diversity course requirements for students?"



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Diversity Interview Questions

The following are additional examples of appropriate open-ended interview questions:

"How have you worked with students and others to foster the creation of climates receptive to [diversity in the classroom](#), in the curriculum, or in the department?"

"How have you mentored, supported, or encouraged students on your [campus](#)? What about minority students, women, or international students?"

"In what ways have you integrated multicultural issues as part of your professional development?"



Recruitment Strategy – Active Recruitment

Go Beyond traditional methods of identifying applicants

Mail or email vacancy notices to graduate departments, professional journals, web recruitment boards, professional associations, electronic newsletters, and newsgroups

Send announcements and requested nominations from departments in Historically Black Colleges and Universities (HBCUs) and Hispanic, American Indian, and Asian serving institutions

Engage local and regional networks of people in related fields at corporations and businesses to see if they know of potential candidates

Encourage faculty who will be attending professional conferences to recruit for present and future positions.



Recruitment Strategy – Active Recruitment

Go Beyond traditional methods of identifying applicants

Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars

Survey departments at other institutions to see which of them have strong records in awarding PhDs to underrepresented individuals and contact them for the names of candidates

Maintain close contact with graduates of the U of I and encourage them to apply

Ask members of the department to call colleagues at other institutions to see if they know of underrepresented individuals who might be qualified for and interested in the position



Recruitment Strategy – Active Recruitment

Diversity Advocate should review the recruitment plan to ensure that a diverse and competitive applicant pool can be assembled

Search committee members should brainstorm active recruiting strategies



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Reoccurring OEOA Concerns

- Confidentiality

Access to application materials and other information about screening is limited to Search Committee members, hiring officials, and individuals supporting the search.

Maintaining confidentiality is a professional courtesy; leaking information to people not involved in the search process may cause the loss of high quality applicants. The identity of ALL applicants is private except for those who become finalists as defined by law.

- Failure to disclose relationship with applicant

- Charge to committee from hiring official

Strengths/Weaknesses vs. Ranked Evaluation

Clear definition of minimum and preferred qualifications



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Lessons Learned

Be aware of bias

Speak out/redirect

Ensure that diversity is integrated into search process

Review and Discuss Diversity of Applicant Pool and
Diversity Finalist Pool



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Questions

