



Faculty Hiring

Reducing Bias and Building Equity

Fall 2022
NHS Dean's Office

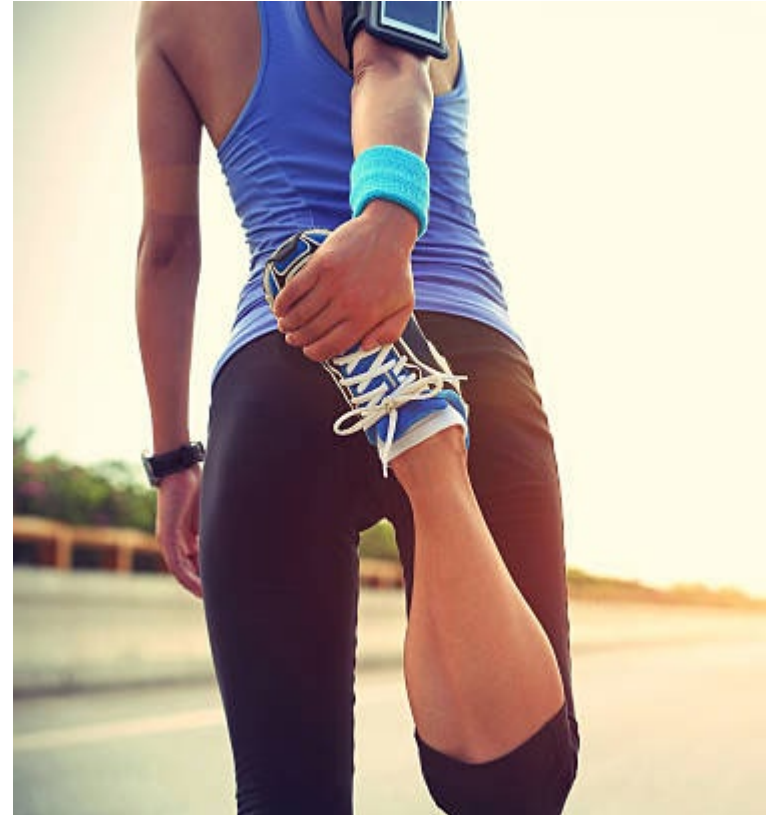


UNIVERSITY OF
NORTHERN
COLORADO

Warm-up

Share if...

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



Inequality

Unequal access to opportunities



Equality?

Evenly distributed tools and assistance



Equity

Custom tools that identify and address inequality



Justice

Fixing the system to offer equal access to both tools and opportunities



College of Natural and Health Sciences Strategic Plan

Identity

- In NHS, personalized education is how we put students first.
- Framed by the teacher-scholar model, we instruct students on how to conduct high-quality research or clinical practices and prepare them to function as leaders and problem-solvers in society.
- In NHS, a focus on equity transcends all areas of our work.
- NHS's faculty have experience in their fields and view their role as professionals preparing professionals in the natural sciences, the health sciences, and in teaching.



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Values

We value **personalized relationship-based education** where we know our students as individuals. We foster their success in their field and career within natural and health sciences through clinical and research experiences with faculty scholars.

- Foster student connections, sense of belonging, and professional preparation through internships, applied learning, clinical experiences, interdisciplinary collaboration, and early research opportunities.
- Increase student and faculty research and funding opportunities by encouraging grant writing.

We value and deliver **high-quality programs** that prepare tomorrow's workforce, develop lifelong learners, and empower students to become global citizens and problem-solvers.

- Prepare students for global challenges by incorporating interdisciplinary learning outcomes in courses.
- Ensure courses and programs are developing students for careers in the natural and health sciences.

We value **diversity** in our students, faculty, and staff. We value inclusive learning and work environments where everyone thrives.

- Attain equitable outcomes for minoritized and first-generation students with a focus on retention, recruitment, graduation rates, success rates in classes, and persistence in natural and health sciences.
- Adapt to the changing dynamic of the student population and of STEM and health disciplines by expanding faculty and staff participation in DEI professional development and continuously evaluating DEI practices.
- Recruit diverse faculty and staff through equitable hiring practices in STEM and health disciplines.
- Align faculty workload to individual faculty strengths.
- Prioritize faculty and staff retention and positive college climate.

Goals

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.

There is lots to do! Where are we starting?

Announcement

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






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

VI. Screening Applications

- Training on more thoughtful rubrics
- More equity focused; ability v. experience
- More training on screening criteria
- **Implicit bias Training for committee members**

Equity-minded competence

Equity-Minded Competence	
	Is race-conscious and aware of racial identity
	Uses disaggregated data to identify racialized patterns of outcomes
	Reflects on racial consequences of taken-for-granted practices
	Exercises agency and actively self-monitors practice to produce racial equity
	Views the institution as a racialized space

Lack of Equity-Minded Competence	
	Claims to not see race
	Does not see value in disaggregated data
	Unable to notice racialized consequences or rationalizes them as being something else
	Does not view racial equity as a personal responsibility
	Views the institution as a utilitarian physical space

1. Updated position announcements

Student focused, included College demographics and UNC's desire to be a Hispanic serving institution

Background:

The University of Northern Colorado (UNC) is searching for a full-time, tenure track/tenured faculty in the School of Sport and Exercise Science which will serve the CAATE Accredited Professional Athletic Training Program. The ideal candidate will share UNC's commitment to providing a personalized education grounded in liberal arts and infused with critical and creative inquiry. We currently enroll more than 11,000 students (approximately 8,500 undergraduates and 3,000 graduate students). The student population is made up of nearly 40% students from racially minoritized populations and 46% of incoming first-year students are first-generation students. UNC is classified as a Doctoral/Professional University, has a Community Engagement Classification from the Carnegie Foundation and is emerging as a Hispanic Serving Institution (HSI). The successful candidate will join a program faculty committed to providing a comprehensive educational experience and a strong clinical foundation to prepare students for a career in athletic training that models patient-centered, culturally competent, and collaborative interactions within the health care community. The successful candidate will join a campus that places students first and is engaged in the first phase of our Rowing, Not Drifting 2030 strategic plan which empowers inclusivity, enhances and invests, innovates and creates, and connects and celebrates.

2. Added an equity question

Application Materials, Contact, and Application Deadline:

Screening of applications will begin on Date and will continue until the position is filled. Interested persons should apply online at <https://careers.unco.edu> and select "View/Apply for Faculty Positions" then choose "Assistant Professor, Tenure Track/Tenured, School of Sport and Exercise Science"

Application documents to be submitted online are a letter of application/cover letter, curriculum vitae, names of three references, graduate school transcripts, and a teaching philosophy statement that includes discussion of at least one of the following questions:

- What do you feel are the best strategies for supporting students who have been historically marginalized in health care education?
- What role should faculty play in student success?
- Think of the most successful class you have taught. What were the key factors in creating that success, particularly for Latinx, Black, and first-generation students?

**What equity question did you ask?
How will you consider the responses?**

2. Some thoughts on evaluating the equity question

USE OF LANGUAGE

Focus on:

- **Authentic response**—does the response include a personal perspective?
- **Action**—what have applicants *done* related to equity?
- **Language**—is the language used equity minded?

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:

<https://www.CUE.edu> Hiring Guide

Spend a few moments making a plan!

2. Some thoughts on evaluating the equity question



How will your committee evaluate the equity question?

3. Implicit bias training

- Implicit bias is more likely to occur when we have to make decisions
 - Based on limited information
 - Alongside competing tasks
 - Under time pressure



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.

Candidates from institutions not commonly known among selection committee members may be undervalued and easily removed from consideration

Candidates with degrees from institutions known among selection committee members may be assumed to be more qualified without additional evidence

Candidates with the minimum level of content or disciplinary expertise may be assumed to be more qualified to teach without additional evidence

Teaching using critical frameworks, culturally relevant and responsive and/or sustaining pedagogies or focusing on issues related to, or that empower marginalized populations may be undervalued

Internal candidates may be more (or less) valued than external candidates with similar qualifications

Selection committees may fall into a group think pattern based on the initial responses (whether positive, negative or neutral) to a candidate

Negative assumptions about whether faculty from minoritized populations will fit into existing institutional and/or departmental environments can lead to candidates being excluded from consideration

A colorblind approach (i.e. not attending to racial/ethnic backgrounds) is assumed

3. Implicit bias training—Being equity-minded

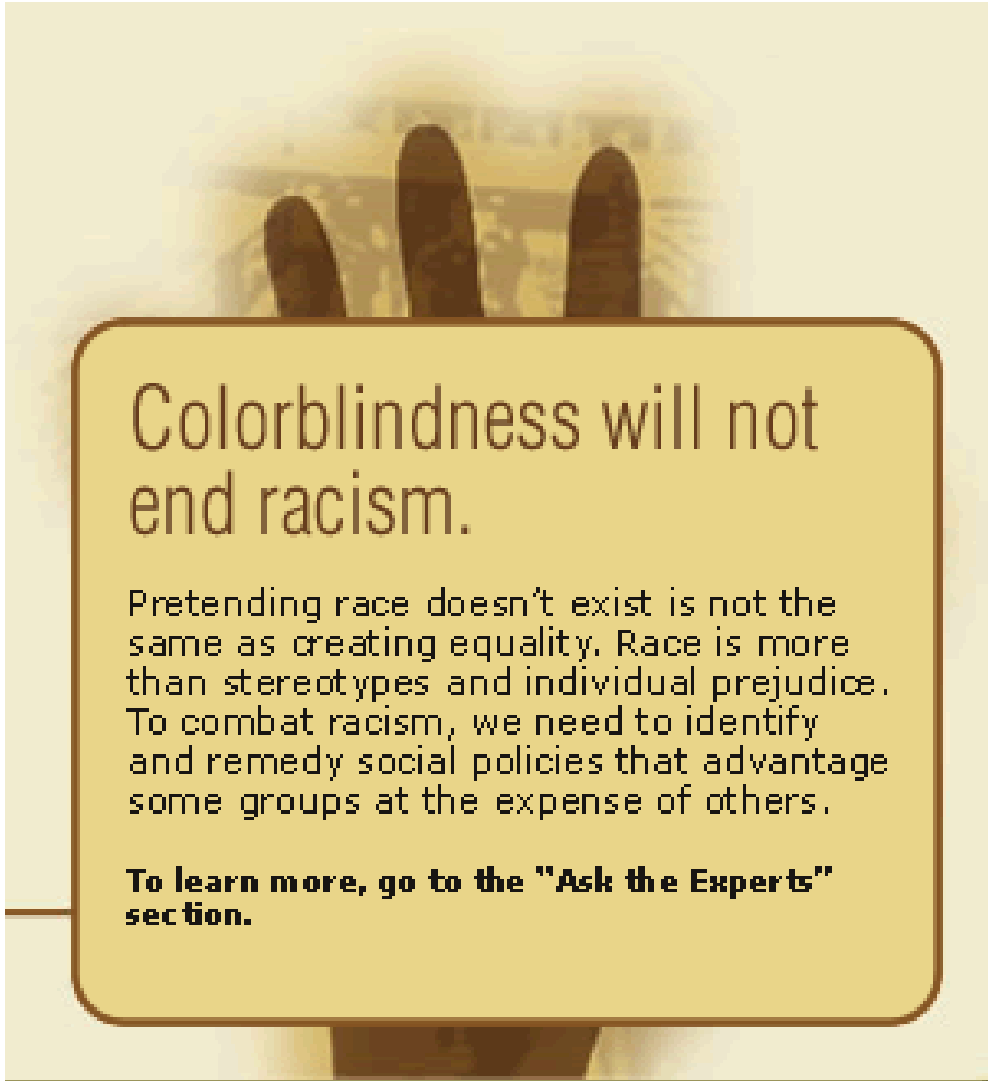
“
Colorblindness
ignores the history,
politics, and
economics of racism.”

- Martha Caldwell & Oman Frame
in Education Week Teacher

IN ORDER TO GET
BEYOND RACISM,
one must first take
RACE INTO ACCOUNT.

THERE IS NO
other way.
Harry A. Blackmun

@rosaisiah

A hand holding a sign with text about colorblindness. The background is a blurred image of a hand holding a sign.

Colorblindness will not
end racism.

Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies that advantage some groups at the expense of others.

To learn more, go to the "Ask the Experts" section.

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3. Implicit bias training—avoiding fit

As you listen to a short clip from the implicit bias training about fit, what elements of bias can you identify?

- **Have you heard any of these during past committee deliberations?**
- **What other examples come to mind?**
- **How can we keep ourselves and our committees accountable?**

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3. Implicit bias training—avoiding group think

Approach One: Focus on each applicant as an individual

- Engage in counter stereotyping
- Consciously pay attention to your biases

For example:

- Are you making assumptions based on the institutional connections?
- What biases are surfacing related to a candidate's names?
- Are you undervaluing critical frameworks, research focusing on seeking to empower marginalized populations or culturally inclusive pedagogies?
- Be aware of slipping into a colorblind lens



3. Implicit bias training—avoiding group think

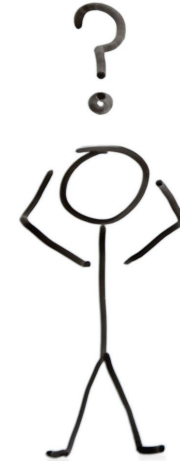


- Use **inclusion** rather than **exclusion** strategies when deciding which candidates to move forward in the process
 - Rather than eliminating candidates that are unqualified, identify the candidates that are qualified
 - Use your scoring criteria
 - Don't anchor on a single criteria—evaluate the entire application
 - Be able to defend your decision to accept or reject a candidate based on evidence in the applicant's professional and/or academic record and the criteria for the position
- Complete the evaluation rubric for each applicant **before** debriefing with other committee members

4. Using your scoring criteria

Do you have any of the following terms in your rubric:

- Excellence
- Expertise
- Demonstrated experience
- Potential
- Successful record
- Outstanding scholar



How do you define these terms?

What metrics could you use to evaluate these terms?

Are there other terms in your scoring rubric that could be easily impacted by bias?



Wrap-up



Citation

Center for Urban Education. (2017). *Institute on Equity in Faculty Hiring at Community Colleges Toolkit*. Los Angeles, CA: Rossier School of Education, University of Southern California

EQUITY \neq **EQUALITY**
DIVERSITY

The Equity Imperative

EQUALITY
imagines an
equal world.

*"I care about all
students equally"*

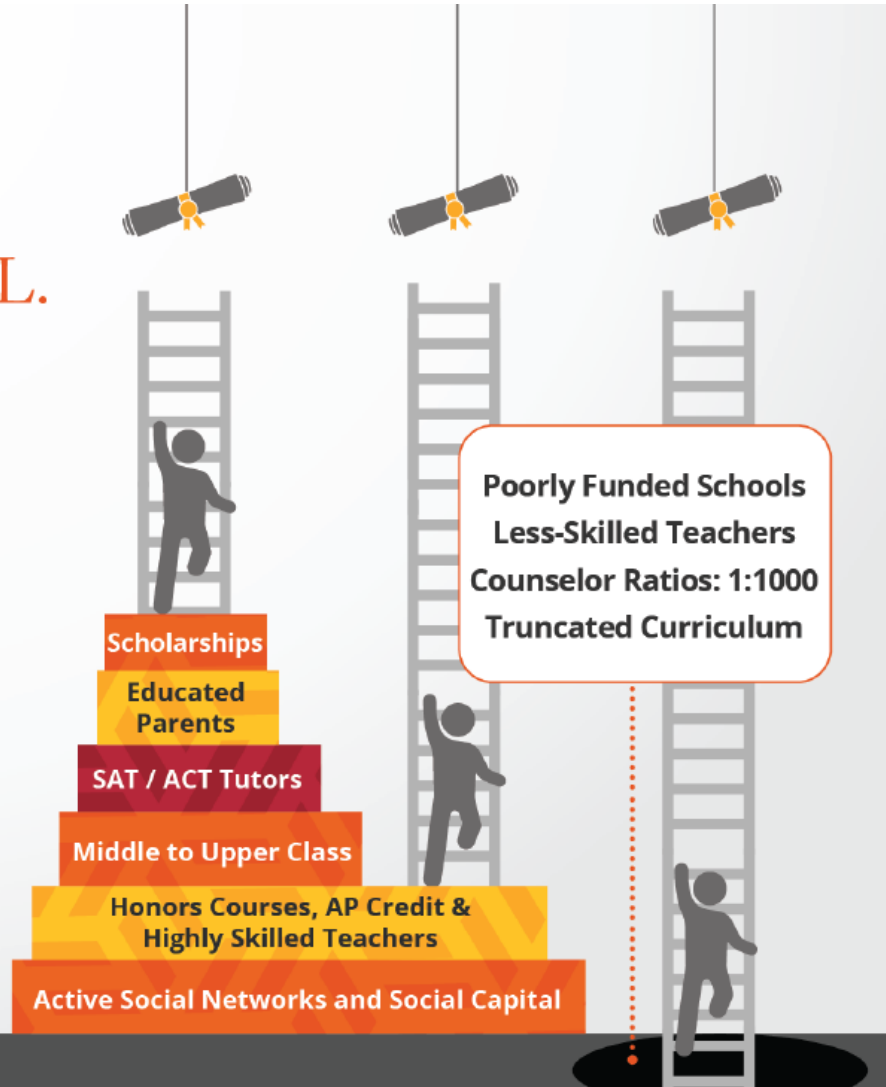


CENTER *for* URBAN
EDUCATION



The Equity Imperative

But the world
ISN'T EQUAL.



The Equity Imperative

And it has

**BIAS AND
SYSTEMIC
RACISM.**


CENTER *for* URBAN
EDUCATION

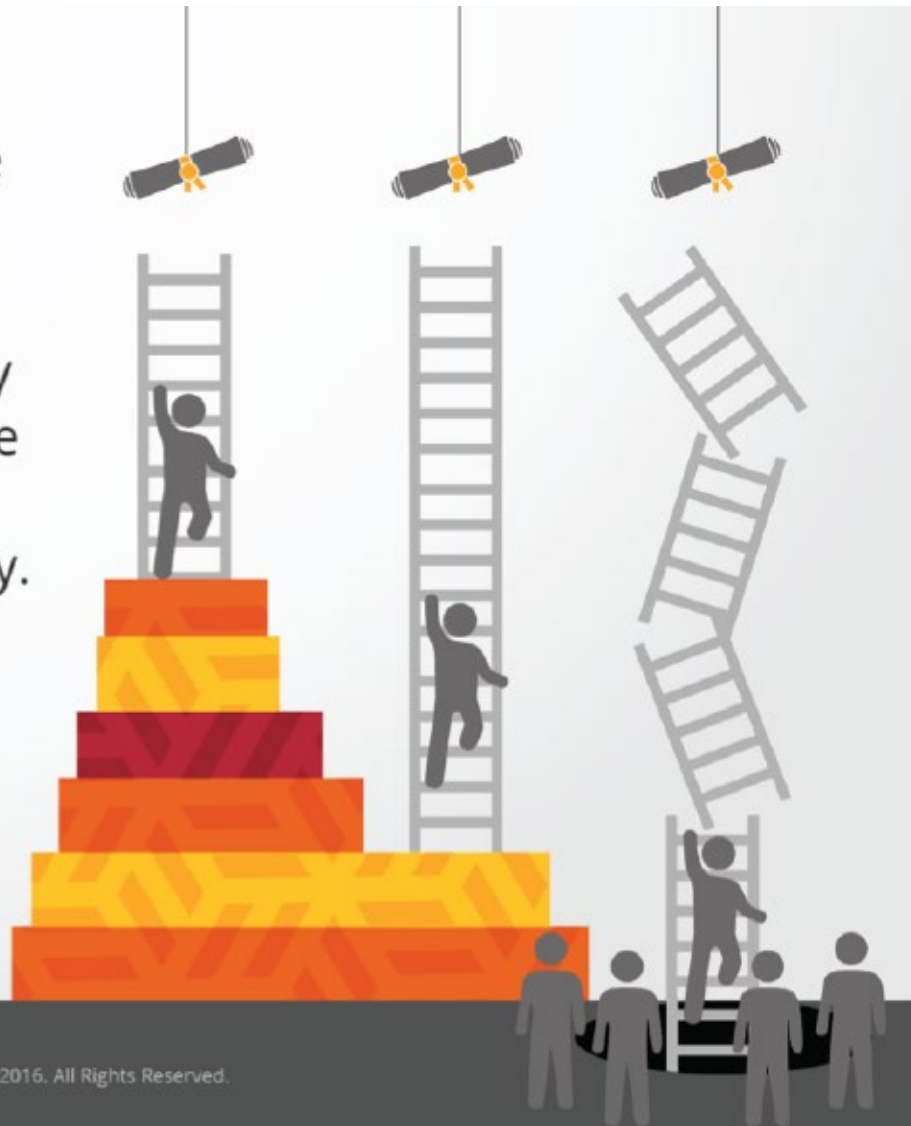


The Equity Imperative

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



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The Equity Imperative

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

