Recruitment for Diversity

Tenure Track Search Process

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Goals

• Building the best pool.

• Review strategies and best practices for enhancing the diversity of faculty applicant pools.

• Discuss the *educational benefits* derived from hiring faculty who have been historically underrepresented in higher education.

• Hiring the best candidate for the department, college and the institution.
Underrepresented, diverse faculty in Higher Education have historically included:

- African-American,
- Latino/a,
- Native American,
- Pacific Islanders,
- Groups of Varying Abilities, or
- Other group that has been documented as historically underrepresented in the candidate’s academic field or discipline.
## Cal State LA
### Tenured / Tenure-track Faculty

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</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>222</td>
<td>225</td>
<td>225</td>
<td>224</td>
<td>215</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>117</td>
<td>124</td>
<td>141</td>
<td>152</td>
<td>142</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Latino</strong></td>
<td>68</td>
<td>69</td>
<td>73</td>
<td>72</td>
<td>68</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>23</td>
<td>24</td>
<td>29</td>
<td>32</td>
<td>29</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>43</td>
<td>4%</td>
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<tr>
<td><strong>Two or More</strong></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1%</td>
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<tr>
<td><strong>Pacific Islander</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>.05%</td>
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<tr>
<td><strong>Total 454</strong></td>
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<td><strong>Total 99.9%</strong></td>
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<td><strong>Total 470</strong></td>
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<td><strong>Total 494</strong></td>
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<td><strong>Total 509</strong></td>
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<td><strong>Total 506</strong></td>
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Source: HR Data Set/Institutional Effectiveness, 2019
Student Demographics

- Latino: 65%
- Asian: 13%
- White: 6%
- Black: 4%
- Unknown: 3%
- Non resident: 8%
- Other: 2%

Source: Enrollment Reporting System Student, Fall 2018
Student Enrollment

27,685

Source: Enrollment Reporting System Student, Fall 2018
First Generation Students

57% First in family to attend college

38% Family has attended some or graduated from college

Source: Enrollment Reporting System Student, Fall 2018
Parents’ Total Income

- $20,000 to $40,000: 34%
- Less than $20,000: 30%

Source: Enrollment Reporting System Student, 2018
Student Aspirations

“While at Cal State LA, leaving college before I graduate is...”

- 65% very unlikely
- 32% unlikely

“I am attending Cal State LA because I plan to pursue a graduate degree”

- 65% very important
- 31% important

Source: Enrollment Reporting System Student, YEAR
How important is each of the following to you personally?

- Conduct research that addresses societal needs: 78%
- Give back to the community: 53%
- Participate in non-academic activities (family work): 51%
- Achieve academic excellence: 51%

Source: Enrollment Reporting System Student, YEAR
Why Recruit “Underrepresented Diverse Faculty?”

1. Always recruit *most qualified* candidates.

2. At Cal State LA, it is critical to recruit excellent faculty with a *demonstrated commitment* to teaching and mentoring *first-generation, low-income students from diverse backgrounds.*

*demonstrated commitment*-- effectiveness, cultural knowledge, lived experience, shared histories, ….
Simple Strategies to Recruit and Evaluate Applications

1. Recruitment continues through conclusion of search.

2. Develop relationships with doctoral degree granting institutions with diverse graduate student populations.

3. Utilize advertising venues that target diverse academic populations (see Faculty Affairs website).

4. Conduct direct outreach to colleagues, students, national professional associations.

5. Ask candidate what questions or thoughts they have about our student demographics, service area, local communities.

6. Spend sufficient time (at least 20 minutes) evaluating each applicant. 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. Gender bias decreased when they were able to give all their time and attention to their judgments.

7. Evaluate each candidate’s entire application; don’t depend too heavily on only one element, like the prestige of their degree-granting institution or post-doctoral program.
Biases

Consider whether evaluation biases and assumptions are influencing your decisions by asking yourself some the following questions:

1. Are women and underrepresented candidates subject to different expectations or standards in order to be considered as qualified as majority men?

2. Are candidates from institutions other than major research universities being under-valued? *Qualified candidates from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching.*

3. Have the accomplishments, ideas, and findings of women or underrepresented candidates been under-valued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference?

4. Is the ability of women or underrepresented faculty to run a research group, raise funds, and supervise students and staff of different gender or ethnicity being underestimated?

5. Are assumptions about possible family responsibilities and their effect on a candidate’s career path negatively influencing evaluation of a candidate’s merit, despite evidence of productivity?

6. Are negative assumptions about whether women or underrepresented candidates will “fit in” to the existing environment influencing evaluation?
There are two types of biases:

- **Conscious bias** (also known as explicit bias) and
- **Unconscious bias** (also known as implicit bias)

**Unconscious biases** are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one’s tendency to organize social worlds by categorizing.
DATA
Questions or Comments ?