Recruitment for Diversity

Tenure Track Search Process

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Recruitment for Diversity at Cal State LA

*Overall goal*: Recruit the best pool & hire the best candidate for the department, college, and university

- Overview of student demographics and data
  - Equity-minded practitioners
- Tenure track/tenured faculty data
- Discuss educational benefits of diverse faculty hires*
- Strategies to consider during recruitment process
- Scenarios to consider
- Discussion
- Handouts:
  - Faculty Advertising Venues
  - Recruitment of “Underrepresented Faculty”
  - Strategies
  - Research on Bias and Assumptions (Brochure)
Fall 2020 Student Enrollment

Parents did not attend college

Data Source: Enrollment Reporting System Student Enrollment File (ERSS). Click on the icon on the right to learn more about the data source.

https://www.calstatela.edu/InstitutionalEffectiveness
Fall 2020 Student Enrollment (26,342)

- **Latinx**: 62.6% (One Race/Ethnicity), 11.7% (Mixed Race/Ethnicity)
- **Asian**: 13% (One Race/Ethnicity), 2% (Mixed Race/Ethnicity)
- **White**: 5.9% (One Race/Ethnicity), 9.5% (Mixed Race/Ethnicity)
- **Black**: 3.7% (One Race/Ethnicity), 1.6% (Mixed Race/Ethnicity)
- **Pacific Islander or Native Hawaiian**: 0.4% (mixed)
- **American Indian or Alaska Native**: 0.10% (mixed)
- **Unknown**: 1.5%

Source: Institutional Effectiveness, Student Enrollment Dashboard, fall 2020 (Multi Race/Ethnicity data since Summer 2009)
Family Income

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

Source: CFP 2018
Cal State LA Student Academic Aspirations

78% of students want to conduct research that addressed social needs

53% of students want to give back to their community

51% of students have the desire to achieve academic excellence

57.6% expressed interest to pursue a graduate degree or higher
Tenure-track/tenured Faculty Data
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## TT Faculty Headcount Trend
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TT Faculty Headcount by Gender

Source: Institutional Effectiveness, 2020
Why Recruit “Underrepresented Faculty”

1. Ensure hiring that reflects and contributes to a diverse and inclusive community (*Strategic Priority Area: Welcoming and Inclusive Campus*)
   - Advance the University’s Equity, Diversity, and Inclusion vision

2. Promote inclusive pedagogical approaches and practices that reflects diverse perspectives (*Strategic Priority Area: Academic Distinction*).

3. Demonstrate the University’s commitment to teaching and mentoring first-generation, low-income students from diverse backgrounds (effectiveness, cultural knowledge, lived experience, shared histories, …..)

4. Become an educational anchor to the institution and community of the greater LA area (*Strategic Priority Area: Engagement, Service and the Public Good*)

5. Contribute to the vibrant and enriching campus life (*Strategic Priority Area: Student Success*)
Underrepresentation of Faculty in Higher Education

- Groups of diverse identities across disciplines:
  - Gender
  - African American
  - Latino/a
  - Native American
  - Asian American
  - Pacific Islanders
  - Disability
  - LGBTQIA+

The need to recruit, retain, and support underrepresented faculty in higher education continues to be a challenge.
HOW DO WE RECRUIT MORE FACULTY OF COLOR?
Unpacking (y)our Biases During the Search Process

There are two types of biases:

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

...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
Scenarios to Consider

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? (*reframe conversations → change the environment)
Strategies to Consider During the Recruitment Process

1. Conduct direct outreach to colleagues, students, national professional associations and professional network about the open position

2. Connect and 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) and social media
Strategies to Evaluate Applications/Applicants

1. Slow down on evaluations. Spend sufficient time (at least 20 minutes) evaluating each applicant.

2. 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.

3. Ask candidate what questions or thoughts they have about diversity, our student demographics, service area, local communities** (make data available on department website)

4. Review experience in the process and make recommendations/suggestions to improve college or department hiring practices
Strategies to Help Address Biases in Hiring & Retention

Understanding that "traditional" faculty hiring practices marginalize scholars of color in the search and hiring process

Use equity-focused language and tools (e.g., diversity statement/question) during search and hiring process

Encourage department conversations on requirements/metrics (and transfer those to RTP evaluations)

Encourage department conversations on onboarding/retention of faculty

Seek support from your college’s Equity Coordinator if any questions or concerns arise or reach out to the EDI office.
Questions/Comments/Discussion?