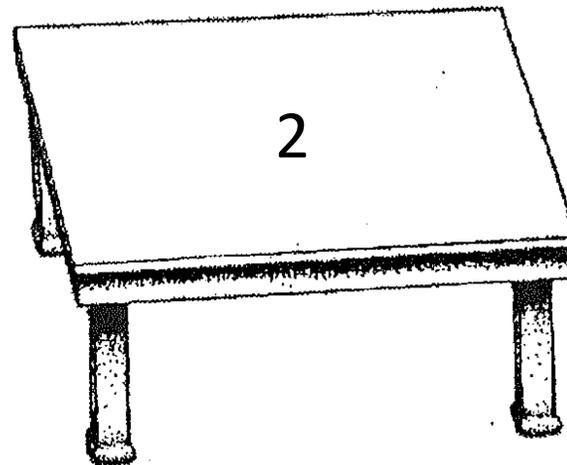
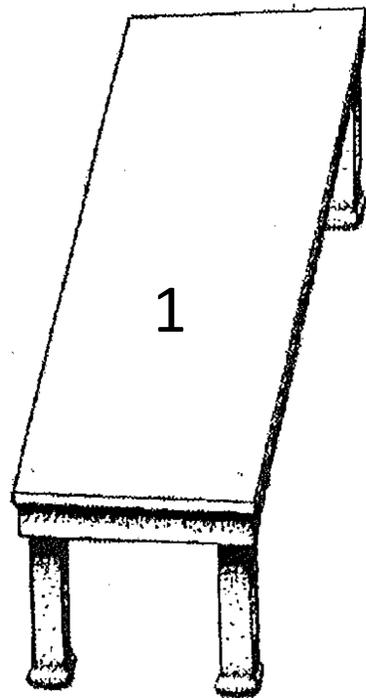


Conducting An Active & Inclusive Search Process

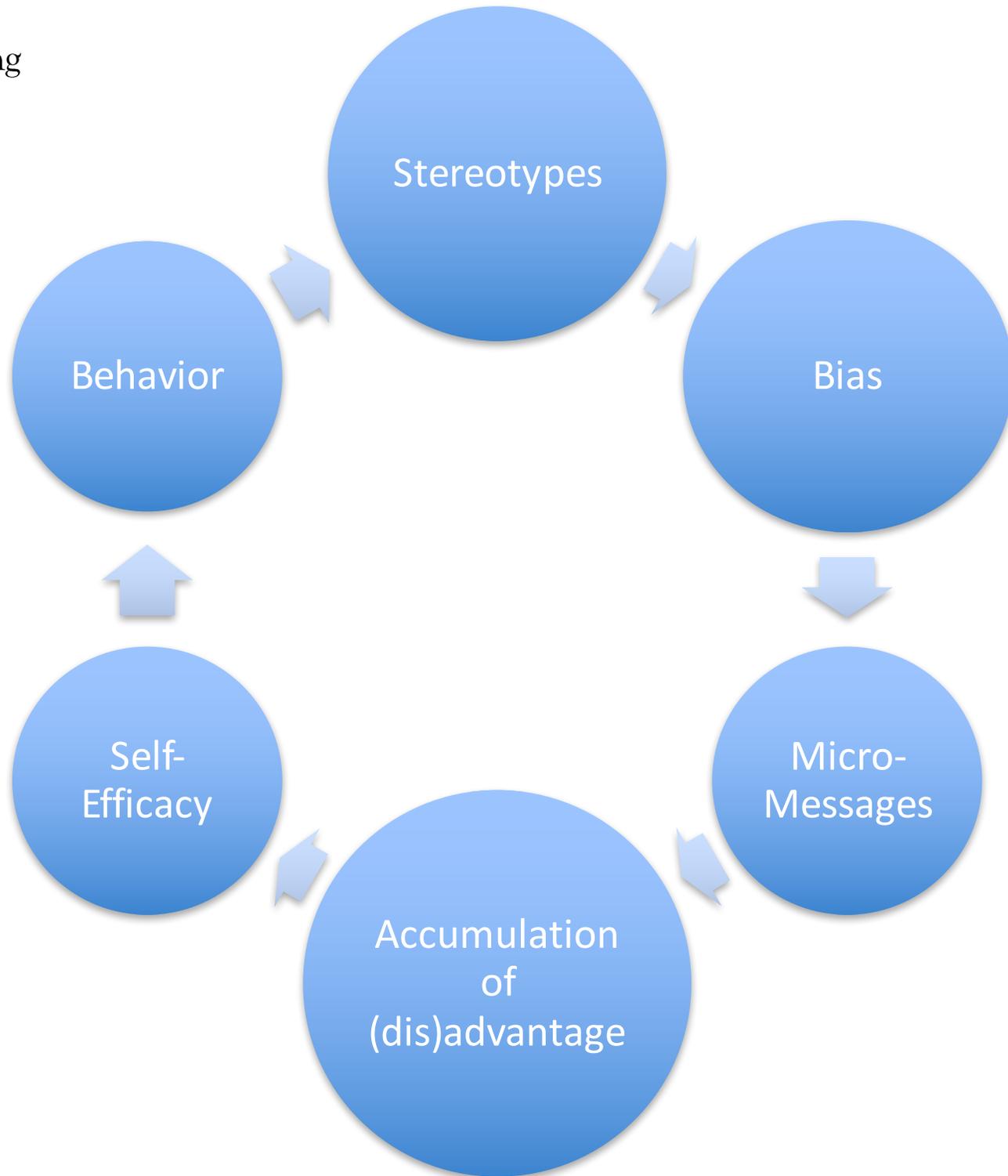


Antonio Farias
Vice President for Equity & Inclusion/Title IX & Sec 504 Officer

Which table surface is longer?



Micromessaging



Why?

- Educational: Robust exchange of ideas. The core rationale used by higher education for a diverse student body is that it enhances the educational experience of all students.
- Policy: Institutional Core Values, Trustee statement on equity and inclusion, <http://roth.blogs.wesleyan.edu/2015/06/01/trustees-statement-on-equity-and-inclusion/>
- Legal: 14th Amendment EPC, 1964 CRA Title VII, VI, IX (DOE: Title IX now requires barrier analysis of academic programs to ascertain if structural barriers to gender equity are operating, and if not, to implement active changes to achieve gender equity)

Definitions:

Diversity

Individual differences (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be **engaged in the service of learning.**

Equity

The creation of **opportunities for historically underrepresented populations** to have equal access to and participate in educational programs that are capable of **closing the achievement gaps in student success and completion.**

Inclusion

The active, intentional, and ongoing engagement with diversity - in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect - in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

Privilege

Describes the **unearned advantages that people benefit from based solely on their social status**. Privilege, like disadvantage, exists through systems that individuals are **born into and is not something that they request**. Because social status is conferred by society on certain groups, members of “privileged” groups can see those advantages as normative. Since social status is conferred in many different ways, all people are both privileged and non-privileged in certain aspects of their lives. Furthermore, since dynamics of social status are highly dependent on situation, a **person can benefit from privilege in one situation while not benefiting from it in another**. It is also possible to have a situation in which a person simultaneously is the beneficiary of privilege and the recipient of discrimination. Access to privilege does not determine life outcomes, but it is **an asset that makes it more likely that talent, ability, and aspirations will have positive results**. (based on the work of Peggy McIntosh, Ph.D., Associate Director of the Wellesley Centers for Women and founder of the National SEED Project on Inclusive Curriculum)

Diversification Broad Strokes

- Use **Broad Definition**
- Focus on **Individual Merit**
- Always Consider **Race Neutral Alternatives**
- Time is running out...

National Faculty Snapshot

U.S. Citizen Doctorate Recipients, 2006
Source: NSF/NIH/USED/NEH/USDA/NASA, 2006 Survey of Earned Doctorates

Field of study	Total U.S. citizen doctorate recipients	Number with known race / ethnicity	American Indian (incl. Alaska Natives)	Asian	Black	Hispanic	White	Other*
All fields	26,917	26,491	118 0.44%	1,560 5.80%	1,659 6.16%	1,370 5.09%	21,280 79.06%	504 1.87%
Life sciences	6,014	5,936	15 0.25%	483 8.03%	274 4.56%	261 4.34%	4,788 79.61%	115 1.91%
Physical sciences	3,315	3,254	7 0.21%	228 6.88%	73 2.20%	116 3.50%	2,778 83.80%	52 1.57%
Social sciences	4,872	4,791	26 0.53%	242 4.97%	319 6.55%	327 6.71%	3,763 77.24%	114 2.34%
Engineering	2,185	2,138	3 0.14%	266 12.17%	89 4.07%	101 4.62%	1,633 74.74%	46 2.11%
Education	4,974	4,907	35 0.70%	125 2.51%	606 12.18%	279 5.61%	3,797 76.34%	65 1.31%
Humanities	4,063	4,000	23 0.57%	157 3.86%	164 4.04%	210 5.17%	3,358 82.65%	88 2.17%
Business and Management	593	579	5 0.84%	24 4.05%	47 7.93%	21 3.54%	478 80.61%	4 0.67%

* Includes Native Hawaiian/other Pacific Islanders and multiple race, except those selecting Hispanic.

Tenure-track data: Search Pools 2016/17

Demographics*	Initial Pools	"Long Lists"	"Short Lists"	Hired
Male	1339	105	32	6
Female	552	71	29	7
Gender: No data	118	7	2	1
White	1157	116	41	7
Asian	507	34	11	1
Hispanic	134	16	5	2
Black	38	6	3	2
Amer. Indian/Alaska Native	3	0	0	0
N. Hawaiian/Pac. Islander	0	0	0	0
≥2 Categories	28	1	0	0
Race/Ethnicity: No data	142	10	3	2
Total Number	2009	183	63	14
% Female	27	39	46	50
% Minority**	35	31	30	36

*The Computer Science search data is only included in the Initial Pools and Hired Applicants totals because they do not use Careers@Wesleyan. **The two individuals who did not provide data are not included in this category.

Characteristics of tenure-track faculty hired effective July 1, 2013-2017

Demographics	12/13	13/14	14/15	15/16	16/17
Male	5	5	9	7	7
Female	10	5	6	8	7
White	9	8	4	5	9
Asian	1	0	4	3	1
Black	1	1	3	6	2
Hispanic	4	1	3	0	2
N. Hawaiian/Pac. Isl.	0	0	1	0	0
≥2 Categories	0	0	0	1	0
Total Number	15	10	15	15	14
% Female	67	50	40	53	50
% Minority	40	20	67	67	36

Demographic Composition Snapshots

	2013	2014	2015	2016	2017
Faculty (% female)	45	48	46	46	47
Faculty (% of color)	17	17	18	20	21
Faculty (% international)	5	7	8	9	8
Staff (% female)	59	61	61	61	62
Staff (% of color)	19	20	21	21	23

How?

Go where the fishing is good:

<https://www.sreb.org/institute-teaching-and-mentoring>

Start with self-assessment:

<https://idiinventory.com/wp-content/uploads/2016/05/why-consider-the-idi.pdf>

Do what faculty do best:

Faculty Diversity: Removing the Barriers, (Cognitive Errors That Contaminate Academic Evaluations and Block Faculty Diversity), JoAnn Moody

Diversity's Promise for Higher Education: Making It Work, (Identifying Talent)
Daryl G. Smith

Concrete Steps

- Advertise & Publicize Widely
- Well-Crafted Job Descriptions
 - *Wesleyan actively promotes a dynamic learning environment in which individuals of differing perspectives, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry.*
 - *Works with and be sensitive to the educational needs of a diverse student body.*
 - *We welcome applicants who have pursued research in diverse cultures or whose critical approaches include issues of race, ethnicity, or gender.*
- Search Committee Education (know you bias- IAT)
- Search Committee Support
 - Target of Opportunity Hires
 - Cluster Hires by tracking faculty hires in the out years
 - Dept level workshops

Success! Now What?

- Retention is Intentional
- Formal Mentoring Matters
- How do women and faculty of color experience:
 - Research Expectations
 - Student Evaluations
 - Collegiality

Being Proactive & Deliberate

Purpose:

Addresses the underrepresentation of faculty who embody different social identities, positions, abilities and/or maintain different perspectives from those currently represented in the department or program

Process:

Purposeful efforts to diversify our searches will enable us to invite to the faculty a group of scholars who contribute in meaningful ways to our community

Practice:

Active and ongoing facilitation of dialogue on the current gaps and opportunities in the discipline, the department/program, and the major.

Active & Inclusive Search Mode

1. Survey the needs and opportunities in your department or program for developing intercultural knowledge and competence, and for creating an inclusive setting for all students.
2. Assess the existing compositional diversity of the faculty of the department or program and at the university, and examine the demographics of the discipline.
3. Identify strategies the department or program will use to attend to diversity, inclusion, and equity in the following:
 - Search committee composition.
 - Active recruitment and outreach efforts.
4. Compose a job description that clearly articulates the skills and competencies required to achieve the educational mission of the university, teach a diverse class of students, and prepare students to function effectively in a diverse democracy.