

# Welcoming and Supporting Faculty from Under-Represented Groups

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# WELCOME

# INTRODUCTIONS



# Session Overview

- **The case for developing and implementing strategies**
- **Building Inclusive Excellence**
- **Hiring with Equity – Implicit Bias**
- **Retention, Promotion & Tenure**
- **Wrap-Up**



# “What’s in it for me?”

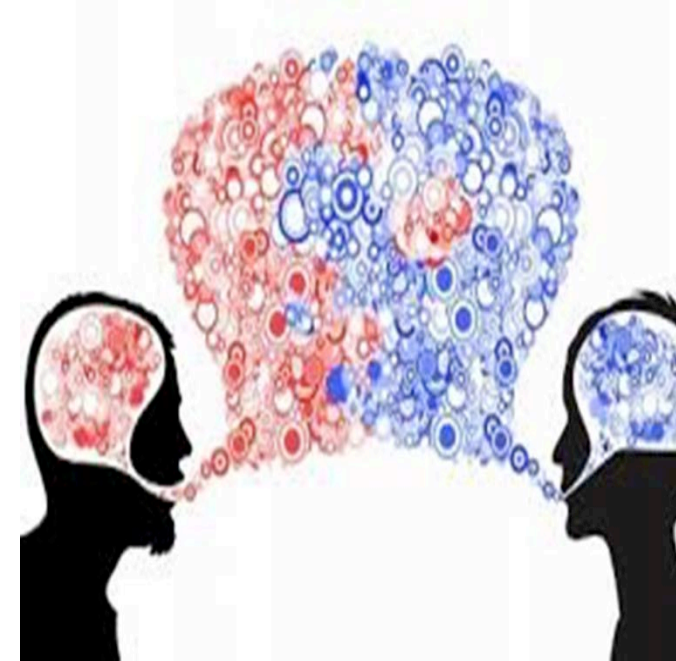
What would you like to gain during our time together?



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# CONVERSATION NORMS

- Stay engaged
- Share airtime
- Be patient with self and others
- Speak your truth
- Notice your judgments
- We are all teachers and learners
- Respect confidentiality



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# The **Educational** Case for Diversity and Inclusion

- Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation, faith perspective, etc.) are more innovative than homogeneous groups.
- “Researchers have shown conclusively that a more diverse community improves learning and problem solving, enhances research and innovation, and strengthens organizational culture and teamwork.” (Cox, 1991; Milem, Chang, & Antonio, 2005; Paige, 2007; D. A. Thomas, 2004)
- **Diversity Makes us Better!!!**
- **If we don't believe this any strategy to increase diversity is doomed to fail!**

# Racial Demographics in the US

2010 U.S Census Table 1

Self-identified race	Percent of population
<a href="#">White</a> alone	72.4%
Black or <a href="#">African American</a>	12.6%
<a href="#">Asian</a>	4.8%
<a href="#">Native American and Alaska Natives</a>	0.9%
<a href="#">Native Hawaiians and Other Pacific Islanders</a>	0.2%
<a href="#">Two or more races</a>	2.9%
Some other race	6.2%
<b>Total</b>	<b>100.0%</b>

[Hispanic and Latino Americans](#) (of any race): 16.3%

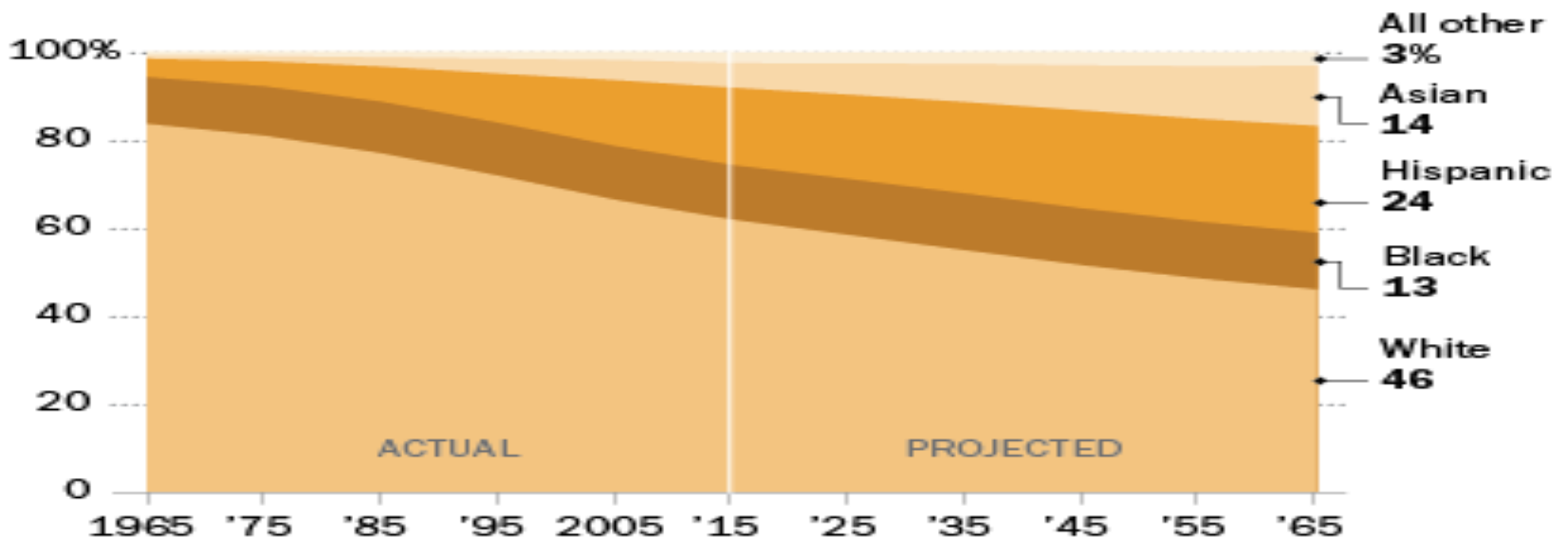


# The **Business** Case for Diversity and Inclusion

- In 2000, minorities comprised 30% of the U.S. population; by 2050, it is projected that the minority population will represent approximately 50% of the total U.S. population, meaning that ethnically diverse people may no longer be a numerical minority (U.S. Census Bureau 2000).
- “The college-going population will soon be majority students of color, so if colleges and universities aren’t seen as a good educational option and a welcoming campus community for ALL students, we will quite simply not survive.” (Senior Enrollment Officer at a Private US University)

# The changing face of America, 1965–2065

*% of the total population*

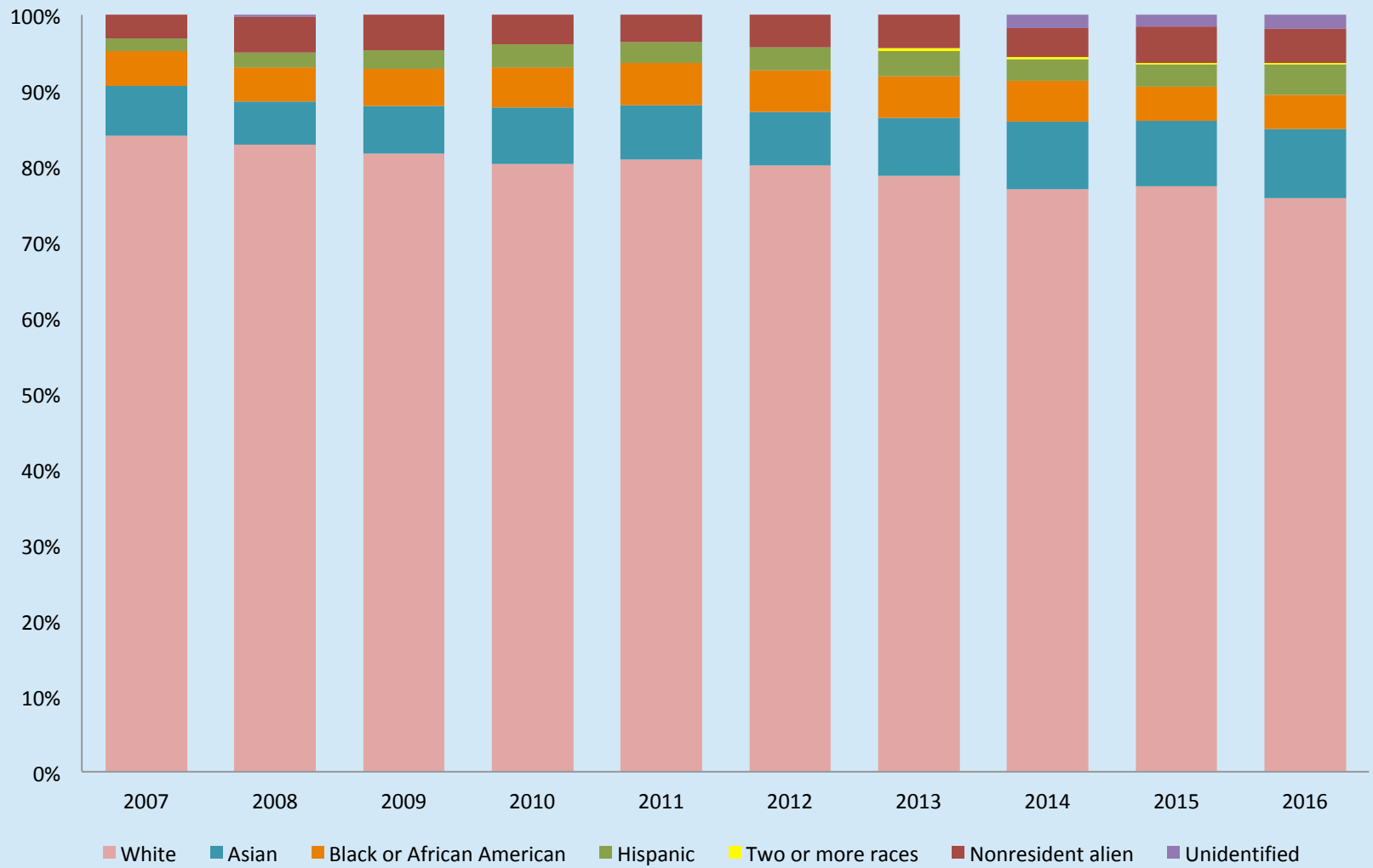


Note: Whites, blacks and Asians include only single-race non-Hispanics; Asians include Pacific Islanders. Hispanics can be of any race.

Source: Pew Research Center 2015 report, "Modern Immigration Wave Brings 59 Million to US, Driving Population Growth and Change Through 2065"

**PEW RESEARCH CENTER**

## Full Time Instructional Faculty by Race/Ethnicity



# Understanding the “Why” of Diversity, Equity, and Inclusion

- ▶ DE&I as a “Mission Imperative”
- ▶ Goal: Delivery of an education for the common good
- ▶ Achieving learning outcomes for *all students*
- ▶ Informed response to global, national, and regional demographic trends
- ▶ DE&I initiatives understood as “investment” as opposed to “cost”



# Diversity

- ▶ The term "diversity" points to the presence and participation of **people who differ across multiple dimensions** of real and socially constructed expressions of human identity and experience.
- ▶ “Presence” and “participation” also incorporate **thoughts, customs, perspectives, methods of problem-solving, and ways of negotiating the environment** that enrich the educational process.

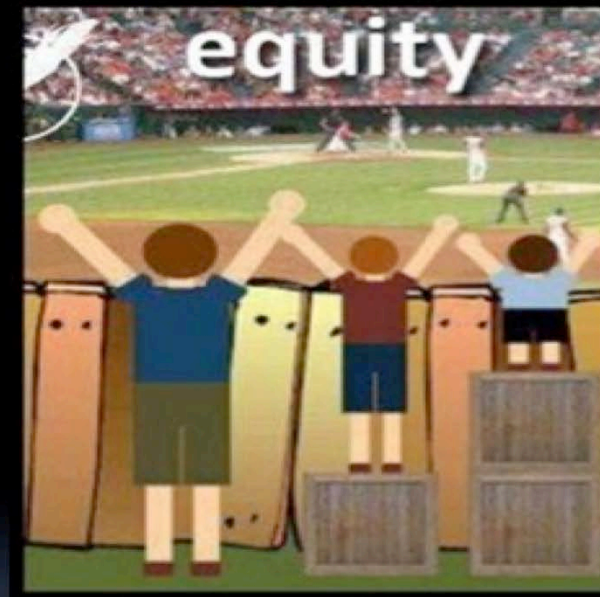
# Equity

## Equality vs. Equity



**EQUALITY=SAMENESS**

**GIVING EVERYONE THE SAME THING** → *It only works if everyone starts from the same place*



**EQUITY=FAIRNESS**

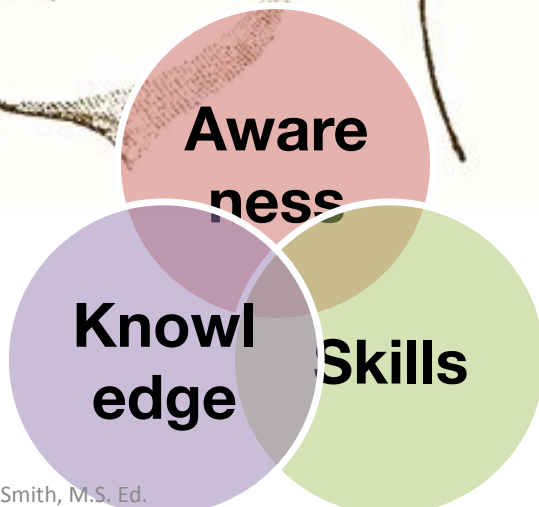
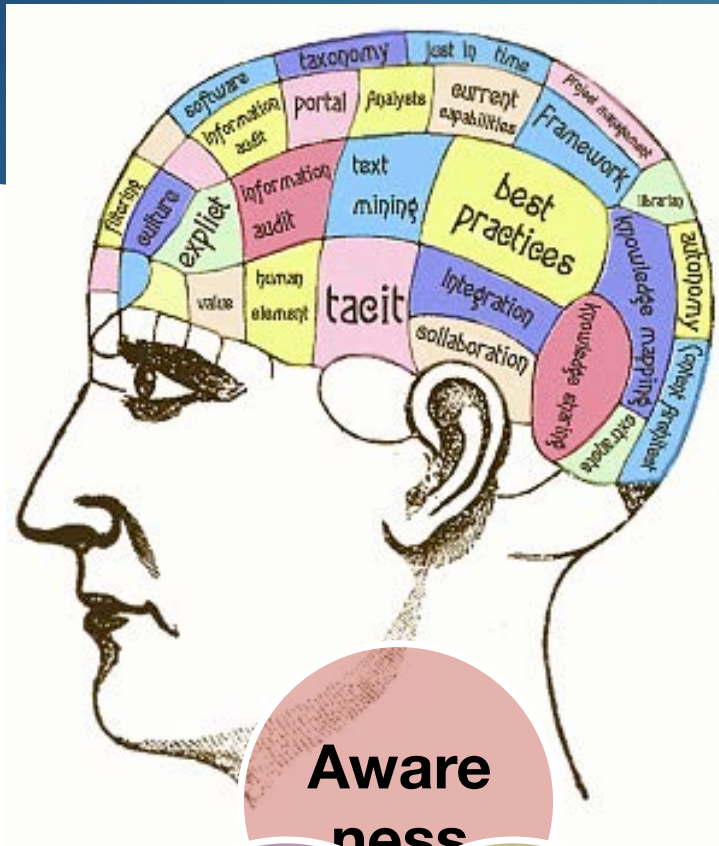
**ACCESS to SAME OPPORTUNITIES** → *We must first ensure equity before we can enjoy equality*

# Cultivation of an *Inclusive* campus environment

***Inclusive* campuses –  
classrooms, spaces of living and working –  
are campuses in which *faculty, staff and students*  
work together to create and sustain an environment  
in which everyone *feels safe, supported, and encouraged to express their  
views and concerns.***

(Center for Research on Learning and Teaching, University of Michigan)

# INTERCULTURAL COMPETENCE



**CULTURAL  
AWARENESS**

**CULTURAL  
KNOWLEDGE**

**CULTURAL SKILLS**



# CULTURAL DIMENSIONS

■ RACE

■ RELIGION

■ AGE

■ SOCIO-ECONOMIC  
STATUS

■ ETHNICITY

■ GENDER

■ SEXUAL ORIENTATION

■ MENTAL/  
PHYSICAL ABILITY

# Belief Perseverance

The phenomenon in which people cling to their initial beliefs and the reasons why a belief might be true, even when the basis for the belief is discredited

We seek out information that confirms what we already believe



# Becoming Conscious of Unconscious & Implicit Bias

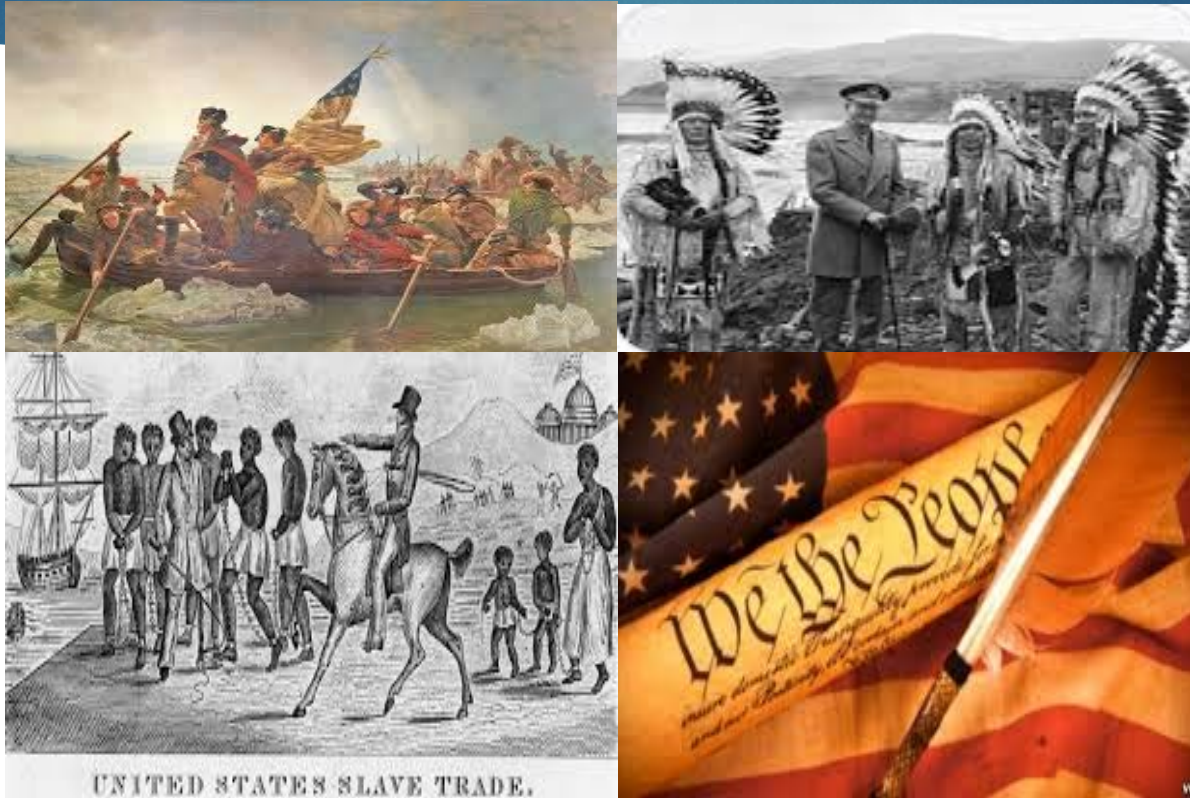
## Unconscious Bias

# Implicit Bias

- ▶ Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
- ▶ More than 85 percent of all Americans consider themselves to be unprejudiced.
- ▶ Yet researchers have concluded that the majority of people in the United States hold some degree of implicit racial bias.
- ▶ Researchers - Mahzarin Banaji and Tony Greenwald , authored “Blindspot: Hidden Biases of Good People”



# What is on your *Cultural Tapes*??



# Examples of Assumptions or Biases

- ▶ When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if a white person provided them (Biernat & Manis, 1994)
- ▶ Randomly assigning different names to resumes showed that job applicants with “white-sounding names” were more likely to be interviewed for open positions than were equally qualified applicants with “African American –sounding names.” (Bertrand & Mullainathan, 2004)

# Reflections

1. Review your Cultural Story responses.
2. Reflect on your potential unintentional and unconscious bias. What might be your blind spot as it relates to your role and potential search?

Share your response with one person in the room

# Retention, Promotion & Tenure

- ▶ **Faculty Research Metrics**
- ▶ **Clear P&T Expectations**
- ▶ **Professional Development Plans with Reviews**
- ▶ **Mentorship & Coaching**
  - ▶ **Internal & External**
- ▶ **Student Feedback**
  - ▶ **Constructive & Bias Filter**
- ▶ **Assessment of Climate**
  - ▶ **Focus Groups**
- ▶ **Affinity Groups (ERGs)**
- ▶ **Pipeline Development**



# Holistic Picture of Faculty Activity

## Research Metrics

- ▶ **Contributions to Mission**
  - ▶ Creative Compositions
  - ▶ Exhibitions
  - ▶ Performances
  - ▶ Conference/poster presentations
  - ▶ Editing books or book chapters
  - ▶ Independent lectures and keynotes
- ▶ **Emerging Models**
  - ▶ Engaged Scholarship
  - ▶ Multidisciplinary Research
  - ▶ Scholarship of teaching and learning

Source: EAB 2017 Academic Affairs Forum

# Reflection

**What's on Your Agenda??**

# Moving forward



# What to do about our own bias?

- ▶ Take the IAT..(Implicit Association Test), encourage others to take it and discuss the results – first step to understanding our own and others' biases.
- ▶ Discovering these biases shouldn't make one feel ashamed or fearful or being a racist, sexist, ageist, etc.
- ▶ You can learn to combat your biases, or de-bias



# Department/Unit Next Steps

- ▶ Review of current metrics (Recruiting, Promotion & Tenure)
- ▶ Strategic development plans
- ▶ Regular progress reviews with clear expectations
- ▶ Mentorship
- ▶ Implicit bias workshops for Search Committees
- ▶ Building a pipeline

# What is 'YOUR' key takeaway?





**THANK YOU!!**

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