Welcome to today’s webinar!

The Diversity Advantage: Incorporating Diversity Principles into the Selection Process
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About Diverse

- Founded 30 years ago, Diverse: Issues In Higher Education is the only national newsmagazine focusing on matters of access and opportunity for all in higher education. Its coverage scope includes issues related to tenure, salary, faculty, students, recruitment, retention and equity.

- Launched in 1984 as Black Issues In Higher Education, the magazine was renamed Diverse: Issues In Higher Education in 2005, reflecting our expanded coverage of issues affecting African Americans, Asian Americans, Hispanics, American Indians, the disabled, seniors and other underrepresented groups.

- Our companion website, DiverseEducation.com, translates our flagship brand, Diverse, into a digital medium. Online, Diverse publishes original breaking higher education news daily.
Christopher D. Lee, Ph.D., SPHR
Associate Vice Chancellor for
Human Resource Services
Virginia Community College System
The Diversity Advantage

As an example, we cannot assume scholars in the world come only from Massachusetts. For this reason, we need to recruit from other states and even other countries. While some candidates have different educational backgrounds, they may be of a higher level than those considered models. We cannot assume that every topic is presented in the ideal description of what a scholar or professional is. Many [candidate] preconceived notions of quality are unconscious and not the result of a conscious decision. The use of a multiple-choice format, like the one used in this example, is an attempt to eliminate this unconscious bias.

As an example of how preconceptions may influence fairness, in the article "The Status on Undergraduate Admission..."
Agenda

• Diversity as mission essential
• Evaluation Bias
• How to Incorporate Diversity into Selection
• Diversity and Selection Criteria
• Q & A
Mission Statements
• “... tolerance of and interest in differences of culture and belief”
• “... in order to promote diversity of experience and ideas”
• “... to attract a diverse group of exceptionally talented men and women from across the nation and around the world and to educate them for leadership in scholarship, the professions, and society”
• “It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions.”
• “... to promote a deep appreciation for the range of human difference and potential”
• “... founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical and spiritual understanding. We embody this principle in the diversity of our students, faculty and staff.”
The college has a history and strong commitment to the principles and practices of diversity throughout its community and welcomes candidates who would enhance its diversity.

The university is committed to increasing the diversity of its faculty and therefore welcomes applications from anyone who would bring additional dimensions to the university’s teaching and research mission.

The college welcomes nominations and applications from women and members of minority groups and others who share our passion for building a diverse community that looks like our student population.
In a study comparing the financial performance of the Diversity, Inc Top 50 Companies for Diversity to a matched sample, we find evidence that firms with a strong commitment to diversity outperform their peers on average.

**Business Case**

Diversity Research Suggests:
- Increase Product Sales
- Better Decision making
- Avoiding Blunders
- Customers Demand It
- Products Tailored to Customer Needs
- Population and Customers Changing
- Retention
- Lower Legal/EEOC Costs
- Good Public Relations
Education Case

Diversity Research Suggests:

- Positive impact on the educational outcomes of both minority and majority students
- Positive effect on student development
- Positive effect on college satisfaction
- Increase in intellectual engagement and growth of students
- Increased student retention and persistence
- Greater success for women graduate students correlated with presence of women faculty
- Diverse organizational climates increase student-centered practices in the classroom
- Better prepares students to live & work in a global society
Avoiding Bias in Selection
Potential Gender Bias

Letters or recommendation written by men and women unconsciously describe women as less capable of being successful faculty than men.

The results supported the hypotheses, indicating (a) that women were described as more communal and less agentic than men (Study 1) and (b) that communal characteristics have a negative relationship with hiring decisions in academia that are based on letters of recommendation (Study 2). Such results are particularly important because letters of recommendation continue to be heavily weighted and commonly used selection tools.

Evaluation Bias

Potential Gender Bias

A study of academic psychologists who evaluated CV’s with randomly assigned male and female names, found that both male and female evaluators gave male applicants better scores for teaching, research, and service. They also indicated they were more likely to hire the male applicant.

Study finds that faculty members are more likely to respond to white males than others

Submitted by Scott Jaschik on April 24, 2014 - 3:00am

A survey of more than 6,000 faculty members, across a range of disciplines, has found that when prospective graduate students reach out for guidance, white males are the most likely to get attention. The survey also found that public university faculty members are much more likely than their private counterparts to respond equally to students of varying backgrounds. And the greatest victims of discrimination may be those with names that suggest they are Chinese women.

The study (abstract available here [1]) -- just released by the Social Science Research Network -- aims to identify whether academics create pathways for students of all kinds who want to enter graduate school.
The Letter

Dear Professor [Surname of Professor Inserted Here],

I am writing you because I am a prospective doctoral student with considerable interest in your research. My plan is to apply to doctoral programs this coming fall, and I am eager to learn as much as I can about research opportunities in the meantime.

I will be on campus today/[next Monday], and although I know it is short notice, I was wondering if you might have 10 minutes when you would be willing to meet with me to briefly talk about your work and any possible opportunities for me to get involved in your research. Any time that would be convenient for you would be fine with me, as meeting with you is my first priority during this campus visit.

Thank you in advance for your consideration.

Sincerely, [Student’s Full Name Inserted Here]
The table that follows shows the percentage of fictional students who received a response from professors, grouped by discipline. Only in the fine arts were white men less likely to receive a response. The table is in the order of magnitude of the gap in disciplinary responses:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% Responding to Women and Minorities</th>
<th>% Responding to White Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>62%</td>
<td>87%</td>
</tr>
<tr>
<td>Education</td>
<td>65%</td>
<td>86%</td>
</tr>
<tr>
<td>Human services</td>
<td>71%</td>
<td>89%</td>
</tr>
<tr>
<td>Health services</td>
<td>57%</td>
<td>71%</td>
</tr>
<tr>
<td>Engineering and computer science</td>
<td>59%</td>
<td>72%</td>
</tr>
<tr>
<td>Life sciences</td>
<td>61%</td>
<td>72%</td>
</tr>
<tr>
<td>Natural and physical sciences and mathematics</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>68%</td>
<td>75%</td>
</tr>
<tr>
<td>Humanities</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Fine arts</td>
<td>73%</td>
<td>62%</td>
</tr>
</tbody>
</table>
How to Get Women on Panels

The study -- in the journal *mBio* -- looked at scientific panels involving nearly 2,000 speakers at three large meetings sponsored by the American Society for Microbiology from 2011 through 2013. The analysis compared the results from 104 all-male "convener teams" and 112 teams that had at least one woman. About 25 percent of the speakers invited by the all-male teams were women. But 43 percent of the speakers (an increase of 72 percent) invited by the teams with at least one woman were female.
Evaluation Bias

Potential Racial Bias

Researchers sent out the exact same resumes, except that half of the resumes had names that could be presumed to be African American such as “Lakisha” and “Jamal,” and the other half with names that could be presumed to be white such as “Emily” and “Greg.” The “white” applicants received 50% more invitations for interviews.

http://www.economics.harvard.edu/faculty/mullainathan/files/emilygreg.pdf
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<td>1</td>
<td>Approvals</td>
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<td>2</td>
<td>Organizational Analysis</td>
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<td>The Vacancy: An Organizational Opportunity</td>
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<td>3</td>
<td>Building the Foundation</td>
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<td>4</td>
<td>Defining the Position</td>
<td>Profile &amp; Position Descriptions</td>
<td>The Job: Identifying Preferred Qualifications</td>
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<td>Forming, Orienting, &amp; Charging the Committee</td>
<td>Preparing the Search Committee</td>
<td>The Committee: Composition, Charge, &amp; Ground Rules</td>
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<td>6</td>
<td>Recruiting</td>
<td>Recruiting Candidates</td>
<td>The Search: Recruiting a Candidate Pool</td>
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<td>7</td>
<td>Advertising</td>
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<td>8</td>
<td>Screening &amp; Evaluating Candidates &amp; Materials</td>
<td>Evaluating Résumés</td>
<td>The Screening: Identifying Talent Among Applicants</td>
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<td>9</td>
<td>Preparing for Interviews</td>
<td>Preparing to Interview</td>
<td>The Interviews: Knowing &amp; Courting Candidates</td>
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<td>Interviewing</td>
<td>Campus Interviews</td>
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<td>11</td>
<td>Additional Screening Methods</td>
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<td>12</td>
<td>Background &amp; Reference Checks</td>
<td>Evaluating Finalists</td>
<td>Making the Appointment</td>
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<td>13</td>
<td>Making a Recommendation</td>
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<td>14</td>
<td>Making the Offer</td>
<td>Negotiating &amp; Making the Offer</td>
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<td>15</td>
<td>Closing the Search</td>
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<td>16</td>
<td>Welcoming Colleague to Campus</td>
<td>Extending Hospitality to the New Hire</td>
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Diversity Advantage
Incorporating Diversity Into Selection

Policy
Strategic Plans
Charge
Defining Position
Recruiting & Advertising
Selection Criteria
Interviews
Evaluation of Fit
Reference Checks
Recommendations
Leadership Support of Diversity

President = Policy
VP = Strategic Plan
Dean = Charge
Defining the Position
(Diversity Considerations)

Require or prefer experience with …
students similar to the one’s we serve
Experience in communities like ours
Multi-cultural; multi-lingual
Research interest in diverse communities
desire to advise student organization
Forming & Preparing Committee
(Diversity Considerations)

Diverse Committee
Diversity Advocate
Diversity awareness and sensitivity
Bias in selection recognition & prevention
Charge = Commitment
Recommendation expectations
A fisherman leaves his home bright and early one morning with the palatable taste of dinner on his lips. There is nothing like a Friday fish feed, they told him. On the way to his favorite spot, he heard about the local bait shop running a special. "They're giving away free live shrimp for the first time in years," he thought. "Perfect timing!"

As he approached the shop, a small crowd had gathered around the counter. The shop owner, a grizzled old fisherman himself, motioned for him to join the queue. "Let me give you some advice," he said. "If you want the best results, you need to use the right technique."

The fisherman listened attentively. "I've always heard that fishing is all about patience," he said. "But how do I know if my technique is right?"

"It's simple," the owner replied. "Start with the right kind of bait, then adjust your technique based on the results. And remember, sometimes the pond you fish in can make all the difference."

The fisherman thanked the owner and continued on his way, feeling more confident than ever. He knew that with the right bait, the right technique, and the right pond, his dinner would be waiting for him. But most importantly, he knew that the joy of fishing wasn't just about the catch; it was about the journey. 
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• AlterNative Voices
• American Indian Graduate Center
• American Indian Science and Engineering Society (AISES)
• Annual Biomedical Research Conference for Minority Students
• Asian American Journalists Association
• Association for Women in Science
• Black Career Women Online
• Center for Advancement of Hispanics in Science & Engineering Education (CAHSEE)
• Center for Advancement of Racial and Ethnic Equity (CAREE)
• American Council on Council of HBCU Graduate Schools
• Hispanic Association of Colleges and Universities (HACU)
• MAES - Society of Mexican American Engineers and Scientists
• MANRRS-Minorities in Agriculture, Natural Resources & Related Sciences
• Mentorship for Environmental Scholars (MES program)
• National Association for Equal Opportunity in Higher Education (NAFEO)
• National Black MBA Association
• National Society of Black Physicists
• Native American Times
• Ronald E. McNair Postbaccalaureate Achievement Program
• Society for Hispanic Professional Engineers
• Society for the Advancement of Chicanos & Native Americans in Science (SACNAS)
• Society of Hispanic Engineers
• Society of Mexican American Engineers & Scientists
• National Minority Faculty Identification Program
Recruiting  
(Diversity Considerations)  

Outreach  
Networking  
Sources  

Diversity recruiting protocol & expectations  
University Website  
Social Media
As a veteran, you know what service and dedication are all about.

And so do we.

Watch an overview of the opportunity from several of our military veterans.
diversity & inclusion

When we put our unique talents and perspectives together, we build a better experience for every guest.
Look Who's Teaching At CUNY!

“World-class talent. Award-winning scholars. CUNY is their classroom. CUNY is your University.”

— Chancellor Matthew Goldstein

www.cuny.edu/lookwhoisteaching
The university aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minorities and women.

The university seeks to create a work environment and organizational culture that reflect the society and community in which it is located and a climate for the success of every employee by appreciating the uniqueness that each one brings to the workplace.
experience and currently have or able to get Board of Registered Nursing Faculty approval. Desire to develop a nursing science mindset within students. Ability to design curriculum and learning activities to address a wide range of learning levels and styles. Ability to work with diverse population of students and staff. Understanding of current and emerging instructional delivery technologies. Teaching experience in a Bachelor or Associate Degree Nursing program is a plus. Committed to building a unique university setting of spiritual centered, science focused, nursing evidence based practice care.
teaching online will teach through Blackboard. Qualifications: B.A./M.S. in relevant area, Ph.D. preferred; teaching experience, preferably at the college/university level; evident commitment to cultural diversity and educational equity; experience integrating technology into the classroom; experience teaching online.
Selection
Selection Criteria

Which criteria are chosen determines who is most qualified

Use diversity as both a required and as plus factor
Selection Criteria
(Diversity Considerations)

Record of success advising women or minority graduate students

Develop courses/curricula designed to meet the needs of disadvantaged students

Engagement with populations different than oneself

Experience with students like ours
Selection Criteria
(Diversity Considerations)

Experience with...

Disable students
Learning styles
Ethnic Studies
Interdisciplinary Studies
Multicultural/cross cultural research
Additional Screening Methods
(Diversity Considerations)

Statement of Diversity Philosophy Questionnaire

How have you incorporated …

How could multicultural factors present itself in teaching and learning process?

Should a survey course in women’s history be an allowable substitute course for American History as a general education requirement?
Reference Checks
(Diversity Considerations)

How has _____ been involved with diverse students or issues?

With regards to research or service involving different perspectives, does ____ have any experience…?

What multicultural groups is ______ involved with past or present?
Recommendations
(Diversity Considerations)

Strengths
Has experience with multi-cultural students Served as advisor to… incorporates…

Weaknesses
Does not have experience with type students that we serve
Research and services does not illustrate diverse interests/perspectives…
Evaluating “Fit”

- Tertiary evaluation
- Ensure “fit” is not an excuse for bias
- Should be observable, measurable, stated, or document phenomena
- Group determination
- Previously agreed upon criteria
Review

• Diversity:
  • A part of our mission
  • Enhances education (Think Jefferson)
  • Diversity is a business imperative
  • A ‘plus’, a ‘qualitative’ selection factor

• Recruiting and selecting diverse candidates
  requires different approach, tools, & methods
Review

• Learn about bias and assumptions
• Diversity Advocates & Training
• Use diverse groups to make selection decisions
• Develop and use objective criteria
• Include diversity as a factor in selection at each stage of the process
• Organizational Fit and Diversity
QUESTIONS

ask
who?
discover
what?
where?
how?
who?
why?
challenge
knowing
clues
investigation
asking questions
clues
investigation
asking
who?
Thank You

Christopher D. Lee, Ph.D., SPHR

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chris@searchcommittees.com