

From Bias to Intentionality in Faculty Searches

Shaun R. Harper, Ph.D.

Executive Director, USC Race and Equity Center
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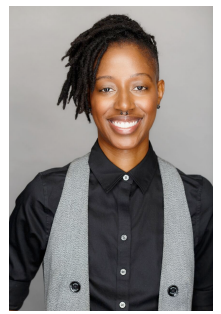
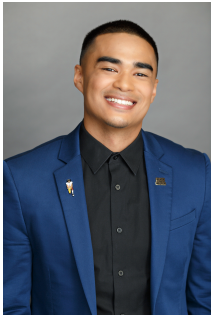
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Who We Are

+ 109 Faculty Affiliates

62 Equity Institutes Faculty



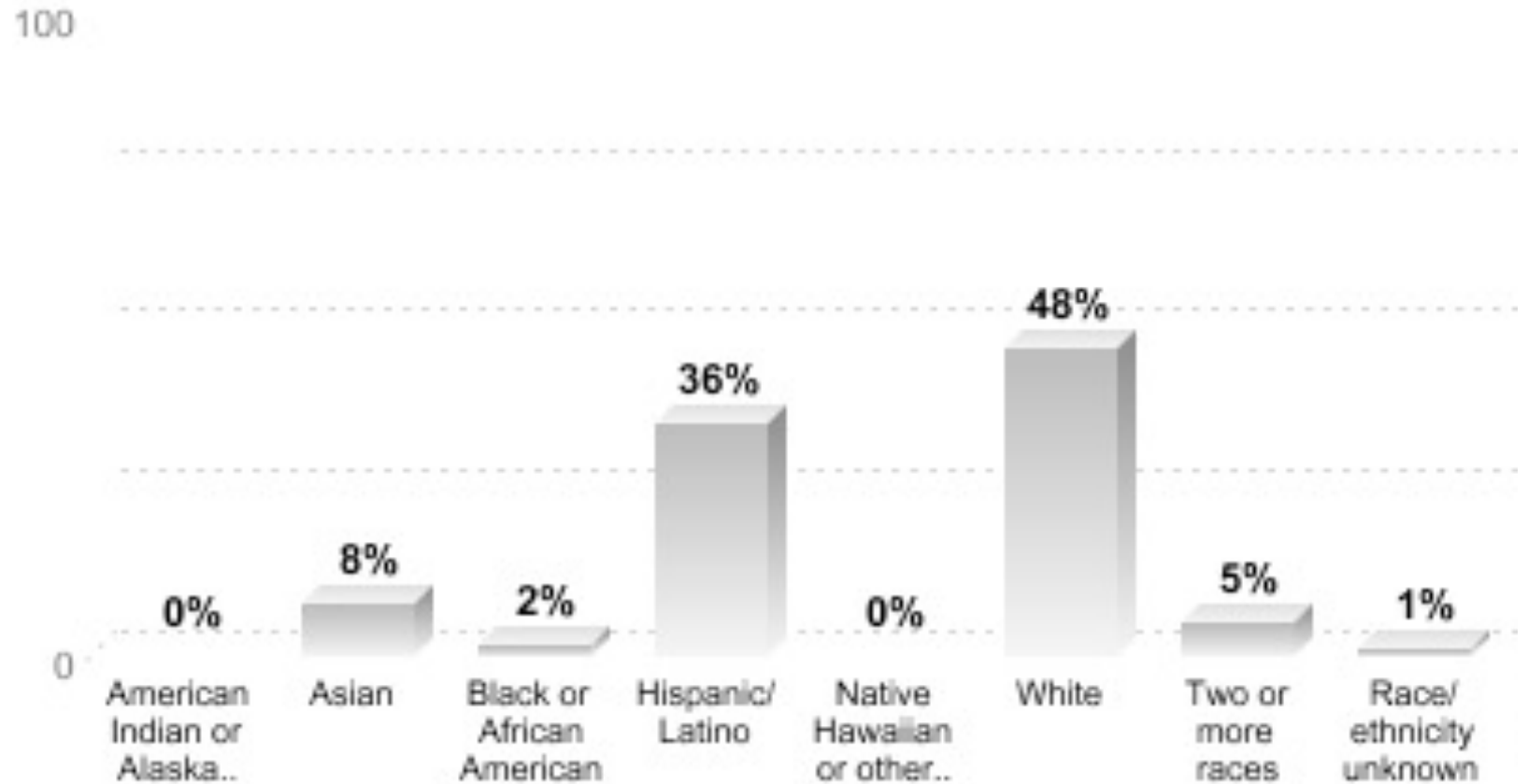
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Consequences...

**of maintaining a faculty
whose demographics do
not match the diversity of
your student population?**



Who Your Students Are



Your Faculty Demographics

	Full- Time	Part- Time
Alaskan Native/American Indian	0.6%	1.0%
Asian/Pacific Islander	8.9%	6.2%
Black	2.4%	3.6%
Hispanic	14.8%	9.1%
Race/Ethnicity Unknown	10.7%	16.1%
White	62.7%	64.0%

Your Faculty Demographics

**1. How did we
feel about these
numbers?**

	Full- Time	Part- Time
Alaskan Native/American Indian	1	4
Asian/Pacific Islander	15	24
Black	4	14
Hispanic	25	35
Race/Ethnicity Unknown	18	62
White	106	247
	169	386

Your Faculty Demographics

2. Where do we want to be?

	Full- Time	Part- Time
Alaskan Native/American Indian	1	4
Asian/Pacific Islander	15	24
Black	4	14
Hispanic	25	35
Race/Ethnicity Unknown	18	62
White	106	247
	169	386

Your Faculty Demographics

3. What will prevent us from getting there?

	Full- Time	Part- Time
Alaskan Native/American Indian	1	4
Asian/Pacific Islander	15	24
Black	4	14
Hispanic	25	35
Race/Ethnicity Unknown	18	62
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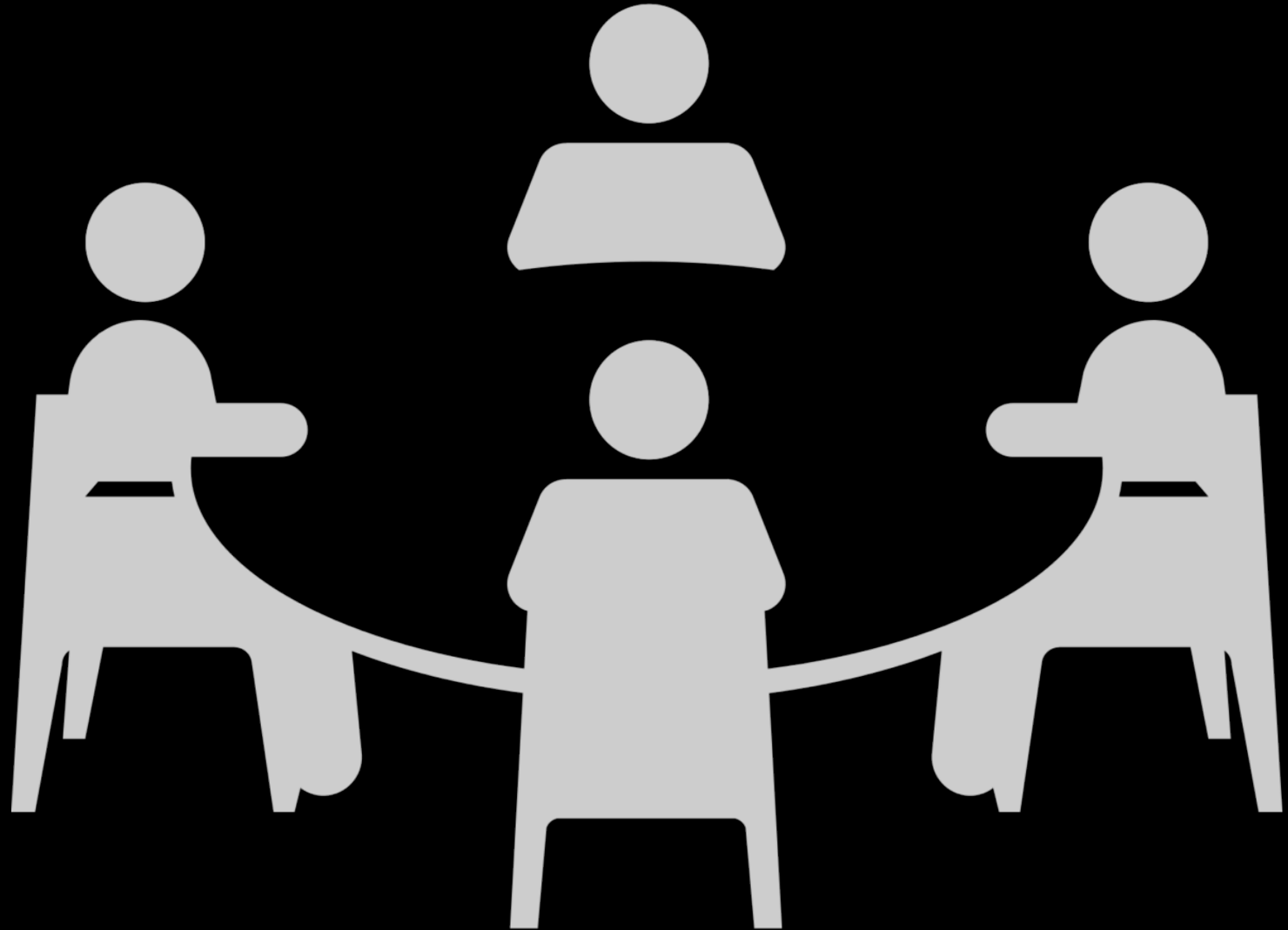
Seven Explanations for Demographic Mismatch

- 1. Implicit Bias**
- 2. Explicit Bias**
- 3. Unsubstantiated Presumptions**
- 4. Passive Recruitment**
- 5. Habitual Repetition**
- 6. Raceless Recruitment**
- 7. Lack of Innovation**

Most Outrageous

**thing a faculty
colleague has said
or done during a
faculty search
process?**

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Peanut Butter, Jelly and Racism

WHO, ME? BIASED?

Implicit Associations in Academia

<https://implicit.harvard.edu>

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Consequences of Implicit Bias

- Racial Stereotyping and Racial Microaggressions
- Low Expectations
- Inequitable Distribution of High-Impact Educational Practices
- Preference for Teaching Students from Particular Racial/Ethnic Groups
- Preference for Colleagues from Particular Racial/Ethnic Groups
- Reinforcement of Whiteness in Curricula

Reading and Recognizing Bias in Search Processes

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ARTICLE

191

Exploring the color of glass: letters of recommendation for female and male medical faculty



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FRANCES TRIX AND CAROLYN PSENKA
WAYNE STATE UNIVERSITY

ABSTRACT. This study examines over 300 letters of recommendation for medical faculty at a large American medical school in the mid-1990s, using methods from corpus and discourse analysis, with the theoretical perspective of gender schema from cognitive psychology. Letters written for female applicants were found to differ systematically from those written for male applicants in the extremes of length, in the percentages lacking in basic features, in the percentages with doubt raisers (an extended category of negative language, often associated with *apparent commendation*), and in frequency of mention of status terms. Further, the most common semantically grouped possessive phrases referring to female and male applicants ('her teaching,' 'his research') reinforce gender schema that tend to portray women as teachers and students, and men as researchers and professionals.

KEY WORDS: *academic medicine, apparent commendation, discourse analysis, gender bias, letters of recommendation, methodology, possessives*

<http://www.tomforth.co.uk/genderbias>

Say What, Now?

“I understand we don’t have much diversity in this pool, but we’ve got what we’ve got”



Reflective Moment...

What does Moorpark College typically do to recruit talented, extremely promising faculty of color?



USC Rossier

School of Education

Writing Position Descriptions

The Rossier School of Education invites applications for an open rank tenure-track faculty position with a focus on advanced quantitative methods. The successful candidate's research will use sophisticated econometric, statistical, or other advanced quantitative methods to answer questions relating to the implementation and causal effects of district, state, and/or federal pre-K-12 education policies. Candidates with a research focus on policies related to equity and improving opportunity and outcomes for historically under-served groups are especially desired. This position is part of a multi-year strategy to recruit scholars focused on equity in education.

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USC Rossier

School of Education

Writing Position Descriptions

Candidates should have an independent program of research, characterized by methodological sophistication, and potential for (or track-record of) external support. All applicants will submit a letter of interest, curriculum vitae, a publication or representative writing sample, and contact information for three references. The letter should include specific examples of applicant's commitment to equity and improving opportunity and outcomes for historically under-served groups.

USC is an equal opportunity, affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation...

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Racializing and Gendering Outreach

Dear Professor Y,

USC Annenberg is searching for a new assistant professor of Communication. Please see the attached position description, and share it with your Ph.D. students who are on the market.

Many thanks,
Professor X

Racializing and Gendering Outreach

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Dear Professor B,

USC Annenberg is searching for a new assistant professor of Communication. Please see the attached position description. We obviously want to hire the most qualified person. Given how few women and people of color we have on our faculty, we are especially interested in selecting this person from a diverse applicant pool. Please share the attached position description with your Ph.D. students and others in your academic networks. Contact me if you know students who will help us actualize our diversity goals; I will personally reach out to them.

Many thanks,
Professor A

Identifying Diverse Influencers

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Subject: Job Opportunity at USC
From: Shaun Harper
To: Arnetha F. Ball, Tyrone Howard, Frierson, Henry T, gjladson@facstaff.wisc.edu, janders@uiuc.edu, johnt@email.arizona.edu, crankin@ksu.edu, wtate@wustl.edu, grant@education.wisc.edu, cdlee@northwestern.edu, ggay@u.washington.edu, cyeakey@wustl.edu, allen@gseis.ucla.edu, welcho@duq.edu, viviang@gse.upenn.edu, slhood@illinois.edu, rhopson@gmu.edu, hcj915@yahoo.com, braddock@miami.edu, james.earl.davis@temple.edu, Linda Darling-Hammond, mbspencer@uchicago.edu, vwalker@emory.edu, morrisjer@umsl.edu, eugene.and@gmail.com, westsecond@msn.com, beoliver@ufl.edu, jjackson@education.wisc.edu, tfashola03@gmail.com, klomotey@gmail.com, w-trent@uiuc.edu, Wanda.Blanchett@gse.rutgers.edu, lflower@clemson.edu, moore.1408@osu.edu, delpitlisa@gmail.com, RMILNER@pitt.edu, artaylor@u.arizona.edu, crjackson@nccu.edu, pjbowman@umich.edu, Peggy.Carr@ed.gov, v.showunmi@ucl.ac.uk, gaetane.jean-marie@uni.edu, jking@gsu.edu, itoldson@Howard.edu, sharper@usc.edu, rossi@raytaylorandassoc.org, mtwinn@UCDAVIS.EDU, rhart@cgcs.org

Dear Colleagues,

USC Rossier is searching for a new assistant professor of education policy. Please see the attached position description. We obviously want to hire the most qualified person. Given how few women and people of color we have on our faculty, we are especially interested in selecting this person from a diverse applicant pool. Please share the attached position description with your Ph.D. students and others in your academic networks. Contact me if you know students who will help us actualize our diversity goals; I will personally reach out to them.

Many thanks,
Shaun

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Say What, Now?

“I understand diversity is important, but we should hire the most qualified person”



Ascertaining “Qualified” in Interviews

1. Identify the education and work experiences that qualify you for this position
2. Identify your experiences working with databases and curriculum management systems like Curriconet...
3. Provide an example of an instance when you made a mistake with a project. How did you handle it? What did you learn?
4. What areas relating to the job duties will you need more support or professional development?
5. How do you handle constant interruptions?
6. How do you deal with different personalities in your work environment?
7. What processes do you use to guarantee that your information is correct?
8. If you have multiple projects, with various deadlines, where do you begin? How would you set up your day?
9. If someone asks you to do something, but you don't know what to do, how do you proceed?
10. Is there anything else you would like to add in support of your candidacy for this position?

Reflective Moment...

What is the most innovative thing Moorpark does to recruit faculty?



Beyond Typical, Passive Advertising



THE CHRONICLE
of Higher Education

INSIDE
HIGHER ED

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Diverse[®]
ISSUES IN HIGHER EDUCATION



PRISM



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Find a Higher Ed Job

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Network + Connect

A vast network of diverse colleagues available to you.

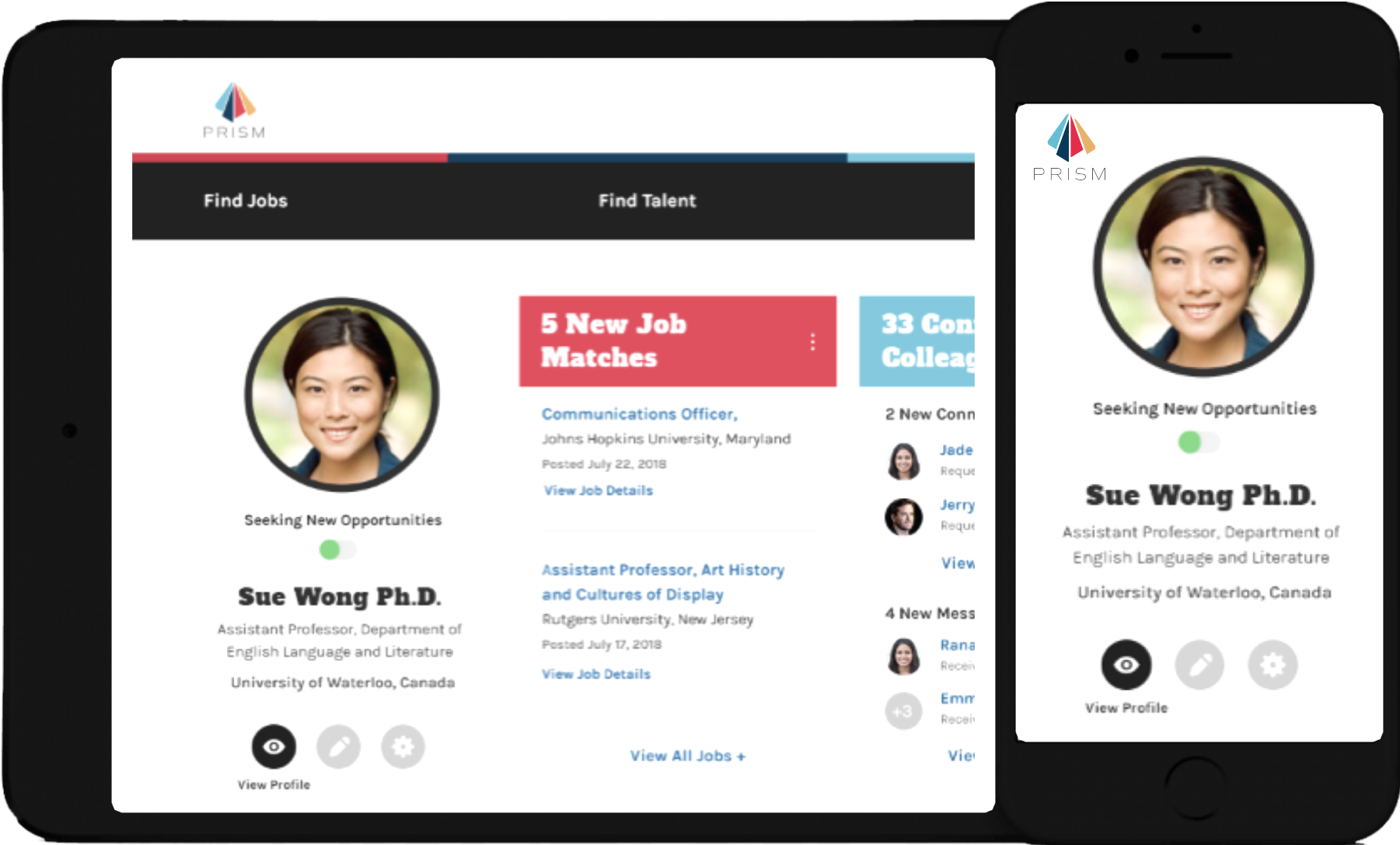


RECRUITMENT & JOB SEARCH

PRISM is Changing the Face of Higher Education

PRISM is a unique recruitment and job search tool that matches institutions that care about diversity with ethnically diverse talent eager to work in higher education.

[About PRISM](#)



Say What, Now?

“We tried, but we really couldn’t find any qualified people of color for this search”



3470

PHILLIPS H



Community College Faculty Prep Academy



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Collaboration between Compton College and the USC Race and Equity Center – announced January 29, 2020

Academy will prepare ethnically diverse cohorts of future faculty members who will advance racial equity in their classrooms. A grant from the College Futures Foundation is funding this multi-year partnership.

Academy will identify currently enrolled master's and doctoral students of color across California who began their higher education journeys at community colleges before transferring to four-year colleges and universities.

Graduate students who are selected for participation in the Academy will learn about full-time faculty opportunities at community colleges, and will be introduced to a set of equity principles that will guide their future work as faculty members.

Community College Faculty Prep Academy



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Over a one-year period, Academy participants will spend a week on the USC campus and subsequently engage in a monthly virtual learning series focused on preparing for community college faculty work from an equity perspective.

Each Academy participant will be paired with a current community college faculty member who will serve as a mentor. These mentors will help interpret particular aspects of community college instruction and faculty requirements, help participants craft resumes and cover letters that will help them be competitive on the community college faculty job market, and introduce their mentees to faculty colleagues and administrators who might hire them for full-time faculty positions at community colleges.

Reflective Moment...

**Why would a talented,
extremely promising person of
color **NOT** want to work at
Moorpark College?**

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Reputational Threats to Diversifying the Faculty



Retaining the Faculty We Recruit

Faculty of Color in Academe: What 20 Years of Literature Tells Us

Caroline Sotello Viernes Turner
Arizona State University

Juan Carlos González
University of Missouri—Kansas City

J. Luke Wood
Arizona State University

To better prepare students for an increasingly diverse society, campuses across the country remain engaged in efforts to diversify the racial and ethnic makeup of their faculties. However, faculty of color remain seriously underrepresented, making up 17% of total full-time faculty. In the past 20 years, more than 300 authors have addressed the status and experience of faculty of color in academe. From 1988 to 2007, there was a continued rise in publications addressing the issue of the low representation of faculty of color. This article presents a literature review and synthesis of 252 publications, with the goal of informing scholars and practitioners of the current state of the field. Themes emerging from these publications and an interpretive model through which findings can be viewed are presented. The analysis, with a focus on the departmental, institutional, and national contexts, documents supports, challenges, and recommendations to address barriers and build on successes within these 3 contexts. The authors hope that this article informs researchers and practitioners as they continue their work to understand and promote the increased representation of faculty of color.

Contact

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