Achieving Equity-Minded Campus Cultures Through Faculty Hiring
Citation Requirements

The material provided in this presentation must be cited as follows:

Race-conscious and aware of racial identity.

Uses disaggregated data to identify racialized patterns of outcomes.

Reflects on racial consequences of taken-for-granted practices.

Exercises agency and actively self-monitors practice to produce racial equity.

Views institutional processes (like hiring) and spaces (like classrooms) as racialized.
WHAT CAN JOB ANNOUNCEMENTS COMMUNICATE ABOUT EQUITY?

Job Announcement

- What a college values
- How it imagines its role as an educational institution
- What it hopes to achieve
- For whom its efforts are directed
- The specific faculty attributes that the college feels are most important
- Perceptions of students
- Beliefs about student success/practitioner responsibility
Assistant Professor
Astrophysics

Deadline Open until filled
Date Posted August 25, 2019
Type Tenured, tenure track
Salary Not specified
Employment Type Full-time

The Department of Physics at [Example University] seeks applicants for a tenure-track Assistant Professor in any area of astrophysics. Applicants should exhibit the potential of running a world-leading independent research program, and should possess good communication skills and a commitment to teach and advise students at both the graduate and undergraduate levels. Inclusiveness and diversity are integral to our university's commitment to excellence in research, engagement, and education. We encourage applications from candidates that identify with groups that are historically underrepresented in physics. The term of appointment is expected to begin on September 1, 2020.

Applicants should send materials to the search committee through AcademicJobsOnline. Candidates should upload a cover letter, curriculum vitae (including a publication list), a research and teaching statement (three-page combined maximum), as well as a brief (<200 word) summary of their expected research program. We encourage applicants, as a component of their teaching and research statement, to discuss their experience or commitment to engaging with diversity through activities such as fostering an inclusive environment, working with students from diverse backgrounds, or incorporating diverse perspectives. At least three and no more than five letters of reference should be submitted online at https://academicjobsonline.org/ajo/jobs/14202.

Further information about [Example University] Physics may be found at http://physics.[Example University].edu. Significant research in astrophysics is conducted under the auspices of the Kavli Institute for Particle Inquiries may be directed to J. Tice, Dept. of Physics, 382 Via Pueblo Mall, [Example University], [Example University], CA 90089-0484, or to astro_search@Example University.edu.

Review of applications will begin on November 18, 2019; later applications may be considered at the discretion of the search committee.

[Example University] is an equal employment opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other characteristic protected by law. [Example University] welcomes applications from all who would bring additional dimensions to the University's research and teaching missions.
“Applicants should exhibit the potential of running a world-leading independent research program...”
“Inclusiveness and diversity are integral to our university’s commitment to excellence in research, engagement, and education. We encourage applications from candidates that identify with groups that are historically underrepresented in physics.”
“We encourage applicants, as a component of their teaching and research statement, to discuss their experience or commitment to engaging with diversity through activities such as fostering an inclusive environment, working with students from diverse backgrounds, or incorporating diverse perspectives.”
### Equity in Faculty Hiring: Job Announcement Content Analysis

<table>
<thead>
<tr>
<th>Term</th>
<th>No. of times referred to</th>
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<tbody>
<tr>
<td>Racial equity / ethnic equity</td>
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<tr>
<td>Hispanic Serving Institution (HSI), AANAPISI, BSI, PWI</td>
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<td>Ethnicity</td>
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<td>Race / racial</td>
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<td>Native American</td>
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<td>Achievement gap</td>
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<td>Other:</td>
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“The ideal candidate will share College’s commitment to educating its racially and socioeconomically diverse student population. As of Spring 2018, we currently enroll approximately 24,000 students in which 58% are Latinx, 9% are Asian/Pacific Islander, 6% are Black/African American, 19% are White, 1% American Indian/Alaska Native, and 8% are multiracial. College is a Hispanic-Serving Institution, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a department dedicated to the use of curriculum that’s culturally responsive to the students it serves.”
Activity

Break your college into three groups:
1) Equity-Minded Language
2) Diversity Language
3) Deficit-Minded Language

Read through your job announcement & highlight or circle the terms identified in the table.

Count the number of times each term appears and record it on your poster.
• What patterns do you see emerge in the table?
• Where do the terms used in the job announcement tend to fall (dark gray, gray, or light gray areas?)
DISCUSSION

• When these terms do appear, are they listed as “desired” qualifications or are they considered “essential” qualifications?

• Overall, do you think the announcement:
  • Reflects an expectation for equity-minded competence among applicants?
  • Demonstrates your institution’s commitment to racial equity and equity-mindedness?
  • Makes it clear that you’re prioritizing racially minoritized candidates?
On almost every indicator of student success, we as a college, are underperforming for Latinx and Black students. Moreover, our underperformance is consistent year after year, warranting serious concern. The lack of successful course completion in STEM is an example of our underperformance for all our groups, but especially for our Latinx students.

EXEMPLAR UNIVERSITY is taking steps to confront racism and advocate for justice and fairness for all people, and particularly for our Latinx and Black students. We recognize that we need to reflect our student community in order to fully serve all our students.

Our ultimate goal is to reach racial equity by ensuring that all our students are learning and succeeding at similar rates, while valuing the richness of their identities.
The Chemistry Department is a critical learning community that inspires innovation inside and outside the classroom. We strongly believe that this commitment will allow us to prepare our Chemistry students to pursue a career in industry, attend graduate school, or seek employment in medicine, dentistry, or secondary school teaching. We encourage applicants who are motivated to contribute and serve as colleagues to our faculty body that consists of 4.9% Latinx faculty, 3.5% African-American faculty, 8.3% Asian-American and Pacific Islander faculty, and 79% White faculty. However, we still have work to do to move the needle in closing equity gaps particularly in our gateway courses for Chemistry where Latinx and Black students are 2 times more likely to withdraw or not receive a passing grade.

Exemplar College

Department Background

We strive to create a culture where faculty use data and inquiry to reflect on classroom practices to improve learning outcomes for students. We also strive to be a department that is committed to racial equity and diversity through our service, mentorship, teaching, and scholarship.
What are traditional conceptions of Merit?
i.e. Who we deem worthy

- Institutional Prestige
- Degrees
- Outputs
- Connections
- Experience
These measures:

- Are correlated to race/ethnicity
- Can lead to inequitable hiring
- Have little to do with a candidate’s ability to effectively teach and support students, and particularly minoritized students
What are traditional conceptions of Fit?

i.e. Who reflects our interests/values

Reflect Existing Faculty Backgrounds

Collegiality

Traditional Affect

Shared Interests
• Homophily has implications for racial equity

• Committees are likely to choose candidates that reflect the department’s existing members

• “Good fit” is more often thought about in terms of collegiality

• “Good fit” is less often understood in terms of students or college values for equity
TO REFLECT ON THE WAYS THAT NOTIONS OF “MERIT,” “FIT,” AND “COMPLIANCE” COME UP WITHIN COMMITTEE CONVERSATIONS
An Equity-Minded conception of Merit
i.e. Who we deem worthy

- Experience supporting the success of minoritized students
- Expertise w/ culturally relevant pedagogy
- Educated in social justice & equity
- Experience acting as an equity advocate
An Equity-Minded conception of Fit
i.e. Who reflects our interests/values

- Reflects existing students' racial/ethnic identities
- Holds high expectations for minoritized students
- Can connect with students through multiple identities
- Can support & further campus equity efforts
Checklist for Creating Equity-Minded Job Announcements

Does this job announcement...

- Mention your institution’s minority-serving status (e.g., Hispanic-Serving Institution [HIS], emerging HIS, Asian American Native American Pacific Islander Serving Institution [AANAPISI], Historically Black Colleges and Universities [HBCU], etc.)
- Include statements about your institution’s interest in attracting candidates from racially minoritized groups
- Include statements about your institution’s values regarding racial equity, diversity, inclusion, social justice, etc.
- Operationalize terms like equity, diversity, inclusion, while avoiding coded/deficit-minded language (See Equity Word Search)
- Include data on racial demographics of students, faculty, or other relevant populations and data on outcomes by race/ethnicity
- Include statements about the challenges regarding racial equity at your institution and the steps the institution is taking to overcome those challenges
- Describe the institution’s values and commitment to a supportive environment for racially minoritized faculty and identify potential sources of support

Departmental Description

- Describe the department as a place that prioritizes racial equity and values racial diversity and equity-related work on multiple levels—e.g., research, teaching, mentorship, and service
- Include a substantive statement of the department’s interest in racial equity as it relates to research, teaching, mentorship, and service
- Describe your institution’s broader commitment to diversity and equity and how departmental efforts respond and contribute to the needs of racial minoritized students
- Include department-specific data to understand the conditions, experiences, and outcomes for racially minoritized students
- Include statements about the challenges regarding racial equity in the department and the steps the department is taking to overcome those challenges

Position Description

- Include a strong statement of why the candidate should be interested in joining the institution, particularly as it relates to campus climate and inclusiveness
- Mention specific competencies related to equity, equity-mindedness, and race consciousness that potential candidates should possess
- Describe the specific positions with language to include a commitment to racial equity, diversity, and inclusion
- Use “candidate-focused” language (e.g., “in this role, you’ll need...” rather than “Qualifications”, “You’ll have the opportunity to...” rather than “Responsibilities”)

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cue.usc.edu - rsece@usc.edu - Join our mailing list text “CUE” to 22482
Facilitators & Barriers

Facilitators

• Ensuring that faculty of color who are equity-minded are included in the development of position announcement.
• Assess the announcement using the Checklist provided by CUE
• Avoiding ambiguous and generalized language
• Equity-minded provosts, deans, and chairs who make the expectations for equity-minded job announcements clear

Barriers

• Treating the position announcement as a utilitarian document
• Treating the equity language as “checking the box”
• Not considering how racial equity should be communicated in the requirements
• Leaving the writing of the position announcement to human resources personnel
• Not being race-conscious in who is included in the writing of the announcement