

AFFIRMATIVE ACTION WORKSHOP FACULTY SEARCHES MACALESTER COLLEGE

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May 2021

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Agenda

- Introductions
- Background
 - *Purposes of Affirmative Action: Changing landscapes*
 - *Where are we now?*
- Best Practices and the Role of Affirmative Action Representatives
- Resources for Searches
- Implicit and Structural Bias
- Mitigating Bias
 - *Reviewing Candidates*
 - *Interviewing*

Background

- Purposes of Affirmative Action.

- *Long Civil Rights Movement: from Emancipation to Reconstruction, Post-Reconstruction, Jim Crow. Desegregation. Voting, Employment, Housing, Education, etc.*
- *1941. Double V for Victory movement: FDR issues Exec. Order 8802, creating the first Fair Employment Practices Committee: Defense contractors to provide for **full, equitable participation of all workers without discrimination.***
- *1961. Exec. Order 10925 by Pres Kennedy: Federal contractors to take “affirmative action to ensure that applicants are **treated equally without regard to race, color, religion, sex, or national origin.** Created Committee on Equal Employment Opportunity*

Background

- Affirmative Action in Higher Education in the 2nd Post-Reconstruction Era
 - 1978. *UC Regents v. Bakke*: USSC upheld the use of race as one factor in selecting among qualified applicants for admissions but **quotas** discriminate by race. Interest in addressing chronic minority underrepresentation in medical profession but by **educational benefits of having a diverse student body** is the only justification for consideration of race.
 - 2003. *Gratz v. Bollinger, Grutter v. Bollinger*. Use of race among other factors in law school admissions is constitutional as it furthered a **compelling interest in educational benefits of student body diversity**, narrowly tailored policy. *Gratz*: point system unconstitutional: didn't provide for review of each applicant's entire file. **Deference to institutions to define educational missions.**

Background

- Cases in education (student admissions): Equal Protection Clause of the 14th Amendment to the Constitution: compelling interest: educational benefit of diversity, narrowly tailored means. Employment: affirmative action to remediate past discrimination (specific). Schools: educational mission, private institution.
- Goals and purposes of affirmative action
 - *Long civil rights movement: liberatory trajectory, reversing effects of histories of exclusion and subordination*
 - *Educational benefits of diversity*
- How do we think about our disciplines?
- How do we think about teaching, advising, mentoring?
- Consider the goals of diversifying faculty

Background

Where Are We Now?

- 2019-2020 and 2018-2019 Institutional Research Faculty Demographics Reports: Tenured and Tenure-Track Faculty; American Community Survey, 2012-2016 (stpau.gov) and St. Paul Dept. of Planning & Econ. Devel.; Am. Comm. Survey 2013-2018 (note: chart is intended to give a general snapshot; sources do not divide categories in the same ways)

	2019- 2020 (161 total)	2009- 2010 (148 total)	St. Paul 2012- 2016	National 2013- 2018
Black	6%	5%	15.7%	12.7%
“Hispanic”	9%	4%	9.6%	17.8%
Asian	11%	10%	18.4%	5.4%
Native American	1%	1%	0.7%	0.8%
Two+ races	2%	1%	4.1%	2.4%
International	1%	3%		
White	70%	76%	51.4%	72.7%

Effective Search Committees

- Actively involve all committee members
 - *Active involvement of each member will help to reach a broader base of applicants and conduct more thorough evaluations*
 - Establish “ground rules” that encourage participation by all
 - Be sensitive to interpersonal and power dynamics between members
 - Account for different communication styles; plan alternatives. Note body language, speech habits that indicate someone is trying unsuccessfully to speak and give them an opening
 - Example: Pause to ask if there are any more comments; specifically as if anyone who has not spoken wishes to do so
 - Affirmative action representative is a full member of the committee

Macalester Affirmative Action policy and procedures for faculty searches (Overview)

- Macalester policy and practice: Faculty Handbook, Affirmative Action Policy Statement
 - *Full members of search committees*
 - *Statement of Principles: strategic importance; intellectually exciting atmosphere, social justice, reversing the impact of history of discrimination and limited opportunity*
 - *“Deep American Minorities” (keep in mind purposes of affirmative action)*
 - *Process & Procedures: job description (diversity statement, boilerplate language), criteria, recruitment; pools; AA report*
 - ***Not a disciplinary role. Look with a particular focus throughout the process.***
 - ***From compliance to best practices***

Macalester Policy: Affirmative Action Policy Statement for Faculty Searches

- Statement of Principles: Macalester College considers a diverse faculty a matter of strategic importance for several reasons. The mission statement for the College explicitly states its commitment to diversity, not only in the makeup of its student body, but also in curriculum, intellectual inquiry outside of the classroom, and in the quality of work and life across the campus. A diverse faculty supports these elements of the mission statement. The variety of perspectives that flow across a diverse campus **contributes to an intellectually exciting atmosphere. This encourages the transformation of students into active learners which is at the heart of a liberal arts education.** The interest in **diversity also stems from the College's concern for social justice we recognize the lengthy history of discrimination and restricted opportunity** that has only begun to erode in recent years. By making the commitment to diversity, the College **plays its part in reversing the impact of that history,** and thereby provides new hope to succeeding generations of scholars.

Macalester Policy: Affirmative Action Policy Statement for Faculty Searches

- The term minority for our purposes refers to “deep American minorities” which generally includes US citizens who identify themselves as belonging to one of several of the following population groups as defined by Federal agencies:
 - *African American (Black-Not of Hispanic Origin) - A person having origins in any of the Black racial groups of Africa*
 - *Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands*
 - *Latino/a (Hispanic) – A person of Mexican, Puerto Rican, Cuban, Caribbean, Central or South American or other Spanish culture or origin, regardless of race*
 - *Native American (American Indian or Alaskan Native) – A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.*

Macalester Affirmative Action policy and procedures for faculty searches

■ Process & Procedures:

- *Job description (diversity statement, boilerplate language)*
- *Criteria*
- *Recruitment: expanding pools*
- *Evaluating candidates*
- *AA report*

Building a Diverse Pool

- Develop a broad definition of the position
- Job Description:
 - *Standardized Language for including Diversity Statements: Macalester College is committed to student and faculty diversity, equity, and inclusion. Strong candidates will have a record of experience or demonstrated commitment to teaching diverse students. In addition to the materials noted above*, applicants should also submit a diversity statement (no longer than 2 pages) that discusses past experiences and/or potential future contributions to inclusive excellence in the areas of research, teaching, service, and/or outreach. In the diversity statement, applicants should reflect upon their experience and vision regarding the teaching and mentorship of students from diverse backgrounds. (*other materials required for application)*
 - *Consider: ability to contribute to fostering diversity in the curriculum and the discipline, supporting students*
- Develop criteria by which the committee will evaluate components of the position
- Expand evaluation criteria to include aspects of diversity
- Work from an inclusion lens rather than an exclusion one

Building a Diverse Pool

- Develop an active and aggressive recruitment plan to **expand** the pool
 - Advertise not only in standard journals in your field, but also in **publications targeted** to scholars from communities historically underrepresented in academia in your field.
 - Identify **fellowship programs**, especially those that aim to expand the representation of women and members of minority groups in the professoriate
 - **Professional meetings, societies, associations**; committees within these; members of these societies
 - Call, email **wide range of contacts** asking for potential candidates, especially for diverse applicants
 - Actively involve **all search committee members** in this

Resources for Building a Diverse Pool

- Affirmative Action materials in [Tenure Track Search Shared Google Drive](#)
 - *Resources for Recruiting Diverse Faculty*
 - “Actively Recruiting Candidates”: instructions, logins, and passwords for
 - *Consortium for Faculty Diversity (CFM) database*
 - *Associated Colleges of the Midwest (ACM) / Committee on Institutional Cooperation (CIC) Database*
 - *Mellon Mays Undergraduate Fellowship (MMUF) Database Search Tool*
 - *National Registry of Diverse & Strategic Faculty*

Basic Considerations

- Awareness of how “excellence” is defined throughout the process. What is being considered? How might certain notions keep diverse candidates from being considered?
- Power dynamics on the committee: differences in status and power may influence participation.

Common Challenges

- “We have to focus on hiring the ‘best.’”
 - *True. How are we defining the best?*
 - If we don’t actively recruit a diverse pool of applicants, how we know we have attracted the best possible candidates?
 - What are the criteria for the “best”? What does this mean for students, the department, the college? Diverse faculty bring new and different interests, research questions, and perspectives that can enhance the knowledge, understanding, and academic excellence in any field.
 - Diverse faculty can also help to attract and retain students from underrepresented groups and enhance the educational experience of all (diverse learning environment, move toward critical mass).

Dispense Assumptions

- Dispense assumptions about potential candidates:
 - *“Few diverse candidates are available. They are in high demand, and we can’t compete.”*
 - *“Minority candidates would not want to come to our campus.”*
- How do we know? Studies have shown that scholars from underrepresented groups are not aggressively pursued for faculty positions.

Dispense Assumptions

- Dispense with assumptions that may limit efforts to recruit actively and broadly
 - *“We shouldn’t have to convince a person to apply.” Some potential applicants may think their credentials do not fit, that they are too junior, etc.*
 - *“Any worthy candidate knows to look for jobs listings in X.” Not all potential applicants are actively searching; they may be in temporary positions or might not know enough about the College.*
 - *“People from Group X won’t fit in here.” Avoid making assumptions. Remember that “fit” can be a way to exclude applicants that would enrich the department and college in unanticipated ways.*

General Considerations for Reviewing Candidates

- Where else can we look for diverse candidates that we may have missed?
- If a high percentage of candidates from underrepresented groups were weeded out, can we reconsider the pool with a more inclusive lens or extend the search?
- What dynamics and other factors are affecting the review of candidates?

Implicit Bias

- Implicit bias: “embedded stereotypes that **heavily influence our decision-making without our conscious knowledge**” (Godsil, Tropp, Goff, and Powell “Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care, *The Science of Equality, Vol 1, 3*)
- “Implicit biases are discriminatory biases based on implicit attitudes or implicit stereotypes. Implicit biases are especially intriguing, and also especially problematic, because they **can produce behavior that diverges from a person’s avowed or endorsed beliefs or principles**” (Greenwald & Krieger, 2006, p. 951)
- Implicit means that we are either unaware or mistaken about the source of a thought or feeling
- Am I biased? Implicit Association Test
 - *Implicit.harvard.edu*

Mental Shortcuts

- Help organize specific content into broader categories
 - Processing millions of bits of information; associations formed over time, become automatic
- Influenced by:
 - Parents/families, Friends/peers, School/institutions
 - Direct or vicarious influences (books, media, etc.)
 - Allow quick, if sometimes inaccurate, processing of information
- Are widely shared
 - People of all genders hold them about gender
 - Both white people and people of color hold them about race/ethnicity
 - About people in different jobs or disciplines
 - Often not aware of them

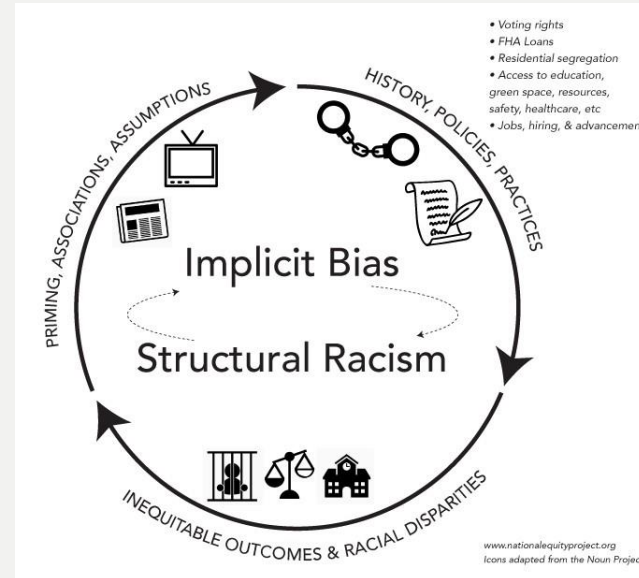
Common types of bias

- Explicit
- Structural
- Cognitive (examples)
 - *In-group*
 - *Confirmation*
 - *Exceptionalism*
 - *Status Quo*

Bias: Gender as a Binary Construct

- Boys and girls, Ladies and gentlemen
- Gender assignment at birth
- Blue and pink
- Clothing
- Sports

Interconnections between Structural Racism and Implicit Bias



- Bases: legal, economic, historic, geographic, etc. built into policies, practices
 - *Education: tax bases, school districting, histories of who education is for/whose knowledge is built in, legal determinations of how historical inequities can/cannot be addressed, etc., shape ideas about qualifications, abilities*
 - *Connections to other institutions: Who is imprisoned? Who accumulates wealth? Who lives in areas with resources for strong schools?*

Interconnections between Structural Racism and Implicit Bias in Academia

- Disciplinary considerations (return to examining assumptions)
- Who “belongs” / whose presence and absence is assumed or normalized
- Implicit bias around intelligence: What counts? What do we use to evaluate?
- Ideas, assumptions around who is powerful and deserving of authority
- Moral credentialing: employers who have hired an applicant from one stigmatized group may feel they have adequately demonstrated egalitarian values
- Post-decision rationales

Implicit Bias

- One of the struggles that we have... is that a great deal of focus is put on the concept of “implicit bias.” We spend a lot of time doing implicit-bias training, which *is* important and has its place. But the insidious nature of racism is that, when racism is institutionalized, it doesn’t matter who’s conducting those institutions. **What’s hard, then, is trying to change a system that perpetuates itself and finding a place to intervene and disrupt the system....**

Robert M. Sellers, vice provost for equity and inclusion and chief diversity officer at the University of Michigan at Ann Arbor, *Chronicle of Higher Education*, Sept. 10, 2020

Recruitment bias example:

- 5000 resumes, with “white” and “black” names are sent to 1,250 employers who are advertising jobs
 - Who received more callbacks?

Bertrand and Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination," *American Economic Review*, 94, 4(2004): 991-1013.

Recruitment bias example (answer)

- Resumes with “white” names received 50% more callbacks than those with “black” names
- Average “white”-named candidates received more callbacks than highly skilled “black”-named candidates

Evaluation bias example

- National study: 238 academic psychologists evaluated a CV for either junior- or senior-level applicants. Junior: actual CVs from an academic psychologist who was hired for an assistant professorship and received tenure early. Randomly assigned a male or female name to the CVs
 - For junior-level: both male and female evaluators gave CV with male name better evaluations for teaching, research, and service; were more likely to recommend hiring
 - For senior-level: gender did not influence recommendation to award tenure, but evaluators raised more doubts about qualifications of applicant with female name

Steinpreis, Anders, Ritzke, "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study," *Sex Roles*, Vol. 41 (1999): 509-528.

Bias in References

- In a study of over 300 letters of recommendation for medical faculty, letters for female and male applicants differed. Letters written for women:
 - Were shorter
 - Provided “minimal assurance” (lack of stated commitment to applicant, few details)
 - Raised more doubts
 - Portrayed women as students and teachers while portraying men as researchers and professionals
 - Emphasized women’s work ethic, men’s research; more frequently mentioned women’s personal lives

Bias in References

- In a 2007 linguistic study of 277 letters of recommendation of candidates for chemistry and biochemistry positions at a large research university:
 - More “standout” adjectives, such as *most* gifted, *best* qualified, a rising *star* for male candidates even though objective criteria showed no gender differences in qualifications.

Schmader, Whitehead, and Wysocki, "A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants," *Sex Roles*, Vol. 57 (2007): 509-514.

“De-biasing”

- Processes to reduce bias
 - *Awareness*
 - *Exposure*
 - *Accountability*

De-Biasing: Awareness

- Make the invisible visible by practicing conscious awareness of how biases work
- Must first believe there is a potential problem
- Increase awareness of how bias can lead to overlooking strong candidates
- Increase sense of responsibility rather than guilt and blame

De-Biasing: From Awareness to Accountability

- Recognize that race, gender, sexual orientation, and other social categories may influence decision-making (trying to be “color-blind” doesn’t work)
- Belief in objectivity puts person at risk for behaving in ways that belie self-conception
- Thinking of oneself as objective = being less objective and more susceptible to bias

See Eric Luis Uhlmann & Geoffrey L. Cohen, “I Think It, Therefore It’s True”: Effects of Self-Perceived Objectivity on Hiring Discrimination, 104 ORGANIZATIONAL BEHAV. & HUM. DECISION PROCESSES 207, 210–11

What affects when bias occurs?

- When the task is complicated
- Information is ambiguous or incomplete
- Decision fatigue
- Informal evaluation
- Stress
- Repetition
- A quick response is required
- Situation feels threatening
- Distraction
- Relaxation

Accountability: Practices to Reduce the Effects of Bias

- Recruitment of applicant pool
 - Intentionality in diversifying the pool, paying particular attention to historically excluded and marginalized groups
- Deliberations (individual and group)
 - Break evaluation into stages and slow the process. Set aside sufficient time: 15-20 min. to conduct a thorough review of each application
 - Use agreed-upon criteria
 - Student feedback: Use the same feedback form for all candidates
 - Conduct evaluations away from distractions (such as phone/computer)
 - Focus on each applicant as an individual. Evaluate entire application.
 - Use inclusion rather than exclusion strategies
 - Encourage sharing of unique perspectives
 - Practice vigilance: Document instead of engaging in “off-the-cuff” discussions. How did you come to your perspective or conclusion?

Accountability: Practices to Reduce the Effects of Bias

- Reduce reliance on proxies: Letters are important, but don't replace the value of looking closely at candidates' own work
- “Prestige” of institutions: The greater the reliance on the prestige of candidates' degree-granting institutions, the greater the chance of eliminating African American, Latinx, Pacific Islander, and American Indian candidates and Asian Americans in certain fields
- Reliance on numbers and “prestige” of publications can eliminate work that is not yet considered important by the “mainstream” of disciplines

Accountability: Practices to Reduce the Effects of Bias

- Stop periodically to evaluate criteria and their application
 - Are you consistently relying on the criteria?
 - Do your criteria discount work by/about/with marginalized communities?
 - Are you inadvertently relying on unwritten, unrecognized criteria?
 - Are you inadvertently screening out women or underrepresented minority candidates?
 - Are women and minority applicants subject to different expectations?
 - Are you underestimating the value and qualifications of applicants from different kinds of institutions?

Accountability: Practices to Reduce the Effects of Bias

- Criteria, cont.
 - Have the accomplishments and ideas of minority or women applicants been undervalued or unfairly attributed to collaborators despite contrary evidence?
 - Are assumptions about possible family/community responsibilities and their effect on an applicant's career path negatively influencing evaluation of an applicant's merit, despite evidence of productivity?
 - Are negative assumptions about whether women and minority applicants will "fit in" to the existing environment influencing evaluation?
 - Are you using evidence from the files rather than global judgements?

Accountability

- Keep in mind:
 - *Bias is not abnormal or an aberration. The point is not to try to be without bias but to employ tools to counter it.*
 - *Pay attention to structural biases and inequalities that make implicit bias invisible.*

Interrupting Bias Through Nudges and Inquiry

- Is that a part of the screening criteria or is that your opinion?
- I am not sure what you meant by that. Can you restate that?
- Help me see what you're seeing....
- Who might we miss?
- What are we assuming this means?
- Do you have evidence to support this? Do we have the facts to support this conclusion?
- What does qualification stand for/predict?
- How is this related to her/his ability to do the job?
- I understand we've agreed _____; is that right?

Interviewing

- Articulate interview goals
- Develop a set of core questions to ask all candidates
- Be sure all interviewers are aware of what questions are inappropriate (or illegal)
 - *Review “Helpful Hints for Effective and Legal Interviewing” sheet (Interviewing folder)*
- On campus interviews
 - *Treat all candidates as potential colleagues*
 - *Encourage all departmental faculty to attend candidates’ presentations*
 - *Student feedback forms (sample in Student Feedback Form folder)*
 - *Encourage professional behavior during candidates’ presentations*
 - *Try to address candidates’ questions*
 - *Conclude by letting the candidate know what to expect next*

Questions?