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DEI Development Program for Faculty Searches

Facilitator:

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For Equity, Inclusion, &

Faculty Development

Step I: DEI & Job Description

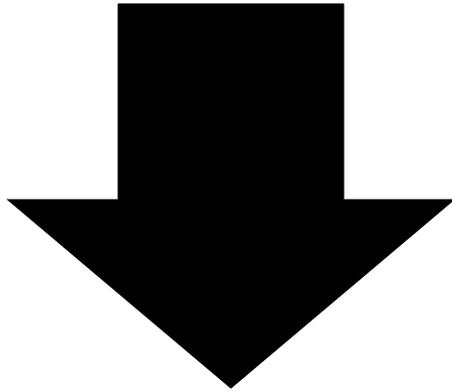
Step II: Reviewing Applicants

**Step III: Interviewing,
Campus Visits, & Evaluating
Candidates**

Step IV: Welcoming New
Faculty & Retention



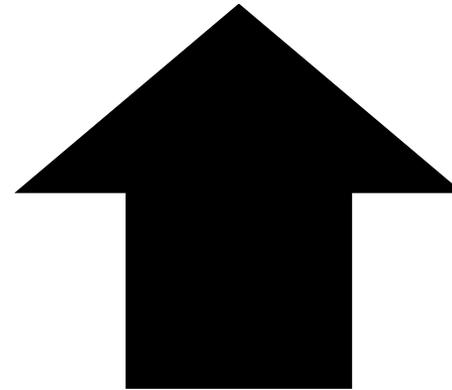
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to increase the
use of strategies
that promote
DEI throughout
the process

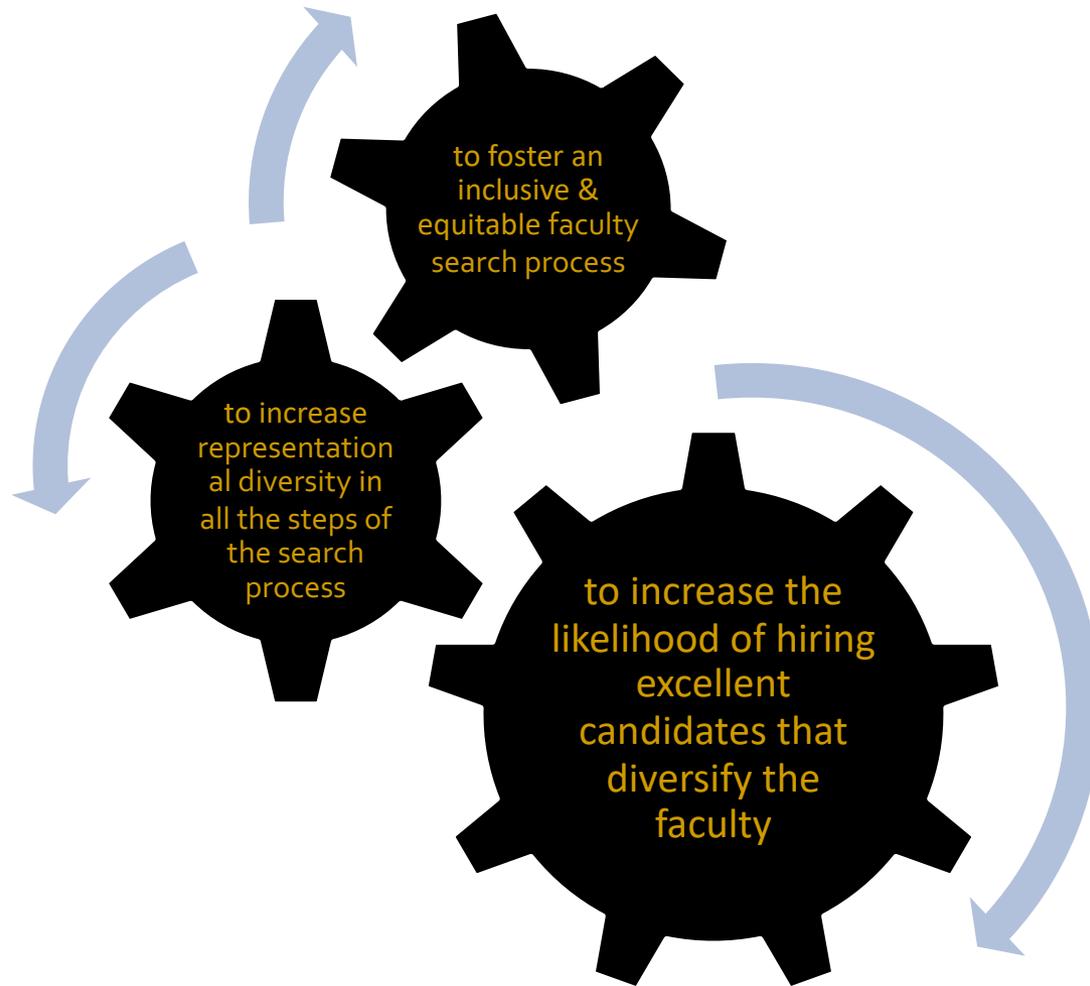


to decrease bias





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Overview

- What are DEI challenges in the interview process?
- What is affinity bias?
- What are effective interview questions?
- What are inappropriate interview questions?
- How should candidate interviews be evaluated?
- What are DEI considerations during the offer negotiation process?



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**The
Interview
Process**

Department/Program/ Search Committee	Candidates
<p>Does the candidate have the skills, expertise, and abilities, to be successful in the position?</p>	<p>Does the department or program and institution have a workplace environment that meets the professional and personal needs of the candidate?</p>





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**DEI
Challenges in
the Interview
Process**

- Affinity bias
- Inappropriate questions being asked
- Lack of access to technology for virtual interviews
- No alternative to virtual interviews is offered
- Candidates treated differently
- Lack of preparation
- Reliance on annual meeting/conference attendance
- Opportunities for the candidates to learn about the campus and community have not been provided



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Effective Interviews and Interview Questions

- ✓ Based on clear interview goals
- ✓ Structured so that follow-up questions (impromptu or prepared) can be asked
- ✓ Based on the position description and evaluation criteria
- ✓ Designed to enhance or supplement the application materials
- ✓ Prepared before interviews are scheduled
- ✓ Prepped candidates with as much information about their interview process as possible
- ✓ Prepped interviewers with questions to ask and candidates' CV
- ✓ Staggered questions across interviewers



Teaching

- 1. What types of strategies do/would you use to engage students with course material?**
- 2. Describe a challenging teaching situation involving DEI that you were involved in and how it was handled?**
- 3. How would you describe your style as a teacher: a guide or an expert? Explain**
- 4. How have/would you address(ed) diversity, equity, and inclusion (DEI) topics in your courses?**

Research

- 1. What do you think are the pros and cons of running a research program at a liberal arts institution?**
- 2. Describe your research program trajectory for the next 3 or so years. That is, what direction to see your research going in the near future?**
- 3. How does your research enhance the field of _____ in terms of our understanding of _____ among diverse populations?**

Service

Faculty contribute to the Colorado College community in a variety of ways beyond teaching and research. What do you anticipate will be your interests in service if you were to work at CC?





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- Need to know vs. Like to know
- If you are wondering if a question is appropriate. . . Don't ask it.
- What if a candidate shares information that does not directly relate to the position?
- Age, address, arrest record, credit ratings or garnishments, citizenship, disability, education, family, marital status, **health**, military service, name, national origin, organizations, **race**, **color**, **height**, **weight**, **sexual orientation**, **sick leave**, **worker's compensation**

Inappropriate Interview Questions





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Tyrone Holmes provides a useful explanation of affinity bias and its negative impact in this [YouTube video](#).

In this [YouTube video](#), Dan Ryan and his team describe a great exercise that helps us better understand how affinity bias is part of our daily life. Please take the time to engage in this exercise.

Dr. Cheryl Ingram, CEO of Diverse City LLC., provides a helpful scenario-based learning [YouTube video](#) on affinity bias in the interview process.

**What is
affinity bias?**





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Affinity Bias

Imagine, for example, that you are conducting an interview with two people, we'll call them Kayla and Malik.

Malik reminds you of yourself when you were younger, or of someone you know and like. You have that sense of familiarity or “chemistry.” You instantly like him, and though you are not aware of why, your mind generates justifications. (“He seems like a straightforward kind of guy. I like the way he ‘holds’ himself.”) You ask him the first interview question and he hems and haws a bit. After all, it’s an interview. He’s nervous. Because you feel an affinity toward him, you pick up on his nervousness. You want to put him at ease. You say, “Malik, I know it’s an interview, but there’s nothing to be nervous about. Take a breath and let me ask the question again.” Malik nails it this time and he’s off and running to a great interview. The whole interaction took four seconds, yet it made a world of difference.



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Affinity Bias

Then you sit down with Kayla. There is nothing negative about her, just no real connection. It is a very “business-like” interaction. You ask her the first question and she’s a little nervous too, but this time you don’t pick up on it. This interview moves forward, but not quite as well as Malik’s. The next day a co-worker asks you how the interviews went, and you respond: “Malik was great...open, easy to talk to. I think he’ll be great.” And your reply about Kayla? “She’s okay, I guess.” Your perceptions about the interviews constitute your reality. You probably don’t even remember the four-second interaction that changed Malik’s entire interview. In fact, if somebody asks you, you will swear you conducted the interviews the same way with the same questions. Your own role in influencing the outcomes was completely invisible to you, driven by your background of comfort with Malik.



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Evaluating candidate interviews

- ❖ Request that evaluators complete an evaluation form soon after a candidate's interview and/or job talk and submit them to the chair asap
- ❖ Search committee should meet soon after each candidate interview and discuss strengths & weaknesses
- ❖ The more time that elapses the more likely selective recall sets in, leaving room for decisions to be based on bias



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Negotiating the Offer & Equity

- Prep for negotiating salary, start-up funds, course release-time, lab space & equipment, administrative support, etc.
- Gender differences in starting salaries and negotiating
- Perception differences of women who do & do not negotiate
- Should your department/program provide a list of items that candidates can negotiate?