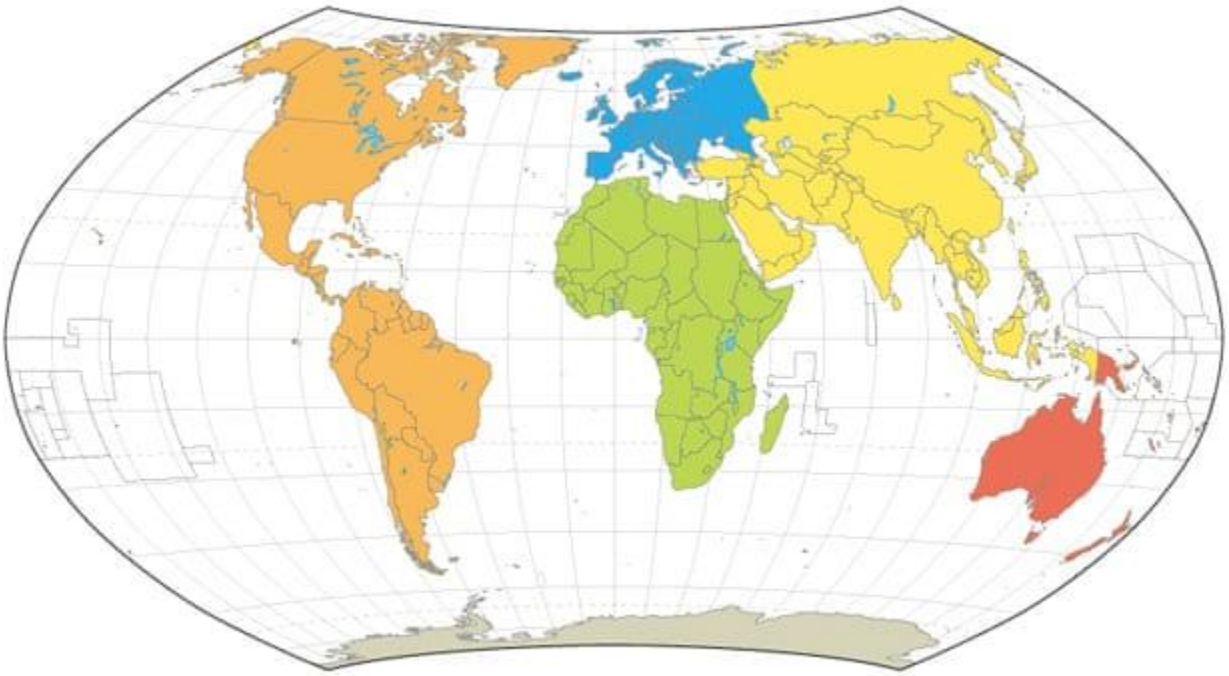
Seeking Cultural Consciousness and Competence in Hiring: Practical Strategies for Hiring the Faculty, Administrators and Staff We Need



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3rd edition

Resource manual to accompany the workshop for the University of Oklahoma
December 10, 2020

Overall Focus and Description

Hiring without consideration of an applicant's cultural competence indicates that a college or university does not consider these skills and this knowledge essential for academic and institutional excellence in the 21st century. If we are seriously interested in what new and diverse members would bring to our institutions, we need to be attracting and selecting candidates who will increase the level of cultural consciousness and competence in our disciplines, classrooms, offices, policies and practices. If we wish to retain the culturally competent members we hire, then there must be concrete evidence that the position-specific knowledge and skills of cultural competence are treated as essential for all successful candidates. This workshop will offer practical and adaptable methods and strategies for including culturally competent knowledge and skills in position descriptions, in questioning applicants and in effective candidate evaluation methods.

Participants will work in small groups to examine how cultural competence can be included in position descriptions in ways that are specific to a given faculty, administrative or staff

position. Participants will also work in small groups to analyze the effectiveness of different types of questions for assessing candidates' cultural competence. In addition, the workshop will demonstrate strategies for developing both effective questions and consistent methods of evaluation for candidate responses.

Learning Objectives for part 1 (2 1/2 hours):

• Discuss the specific ways in which current events underscore the necessity for cultural competence in all of education, and most especially in colleges and universities

• Examine how stress coupled with lax practices leads to reinforcement implicit bias in the hiring process, and what strategies can be used to avoid this

• Practice and discuss identifying the knowledge and skills needed for cultural consciousness and competence in position-specific contexts

Learning Objectives for part 2 (2 1/2 hours):

• Analyze and identify effective question development for the assessment of position-specific cultural competence knowledge and skills

• Examine effective ways to assess and evaluate candidates' knowledge and skills in cultural competence using these tools

• Discuss search committee deliberation processes that encourage the use of implicit biases in hiring, and how to recognize and eliminate these during selection processes

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An Introduction: *Seeking Cultural Consciousness and Competence in Hiring: Practical Strategies for Hiring the Faculty, Administrators and Staff We Need*

While colleges and universities regularly assert, in their webpages and strategy plans, that they are committed increasing the diversity of their faculties, as well as their administration and staff, it is rare that they include, in the knowledge, skills and experience sought in candidates during the hiring process, any serious attempt to ask for what they claim they need.

- Position descriptions and advertisements rarely go beyond making vague statements on seeking and valuing diversity; and candidate knowledge, skills and experience requirements set a very low or even non-existent bar for cultural consciousness and competence.
- Interview questions and reference checks often make little or no attempt assess real knowledge, skills and experience, in the classroom and/or workplace, applying cultural competence.

We have to do better than this if we are serious about hiring who we need to move our institutions forward. In other words, if we are seriously interested in what new and diverse members – faculty, administrators, staff - would bring, we need to be selecting candidates who add cultural consciousness and competence to our disciplines, classrooms, policies and practices. This workshop will offer practical and adaptable methods and strategies for ensuring we are hiring all positions with these needs in mind.

The majority of this manual covers research, strategies and practices designed to focus on the importance of hiring all faculty, administrators, and staff based on their skills and experience with the duties and responsibilities of the work they will be doing, both in their positions and as a member of the campus community. This focus includes, as a primary, and not secondary or auxiliary consideration or preference, whether the candidates have the knowledge, understanding, skills and experience to act with cultural competence in these roles.

This focus operationalizes the oft repeated but seldom actualized rhetoric about “honoring diversity,” because it places the knowledge, skills and understanding that come with acting with cultural competence as a requirement for being chosen “the best person for the job.” In other words, the hiring of underrepresented minorities does not depend, in this paradigm, on the kindness and generosity of those in the majority. It starts with the premise that we are seeking “diverse” faculty, administrators and staff because of the experience, insights and skills they will add to those of the rest of our campus community, and that these are vital to continued excellence and evolution in serving our students.

These insights and skills, specific to the position in question, are needed in all those working in the academy, and must be identified and required for every successful candidate. We cannot expect to attract and hire, and most especially retain, culturally competent faculty, administrators and staff if we don't make a commitment for all of us to continue building these relevant skills. The beginning of this commitment means that we stop hiring those without these relevant skills.

The premise of this work is simple.

If we believe that culturally competent educators, scholars, leaders, teachers and researchers have specific knowledge and skills we need to prepare our students to live and work successfully in a multiethnic and globally connected world, then we need to include this knowledge and these skills as critical requirements in the hiring process. If we want our faculty, administrators and staff to provide the teaching, mentorship, leadership and service we say we want to provide for our multicultural, multiethnic and multi-class student body, then we need to identify, recruit and hire candidates that don't just say they understand the issues our students face, but who have demonstrated experience and expertise in teaching, leadership, pedagogy, curriculum and institutional change to help us provide an actual inclusive environment for all students. These requirements need to apply to all hires, and not just those with easily identifiable experience. If candidates don't see the point and/or haven't been bothered to work on their own cultural competence after spending 20+ years in the educational system, then they are not equipped or qualified to work with the our students.

If the stories we are telling about our institutions, when we claim we are dedicated to creating and maintaining a respectful and meaningfully inclusive environment in our classrooms and in our campus communities, are true stories, then we must act accordingly. It is no longer acceptable or honorable to hire faculty, staff and administrators we say are key to providing our students with a 21st century education who are not themselves working to improve their own cultural competence.

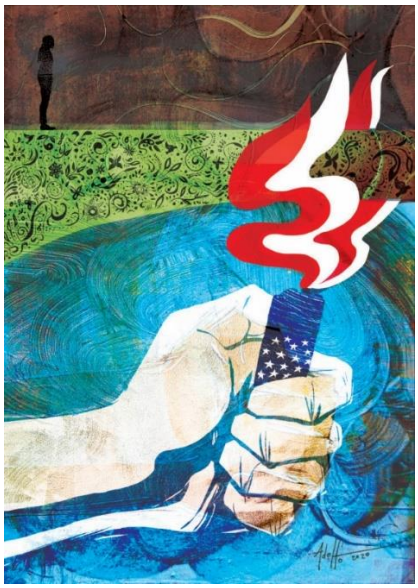
… OR, are we only interested in hiring "diverse" faculty because of the way they "look," and we don't actually believe that these faculty bring anything to campus that we need to learn?

Prereading

https://rethinkingschools.org/articles/the-freedom-to-harm-vs-the-freedom-from-harm/

The Freedom to Harm vs. the Freedom from Harm

By Bill Bigelow
Illustrator: Adolfo Valle



The smartest piece I have read during the COVID-19 era is Ibram X. Kendi's May 4 *Atlantic* article "We're Still Living and Dying in the Slaveholders' Republic."

When armed demonstrators appeared at the Michigan Capitol, protesting the state's stay-at-home orders, Gov. Gretchen Whitmer noted that some of them "carried nooses and Confederate flags and swastikas." "I love freedom," one demonstrator told Fox News. "In America we should be free."

Kendi connects the dots — and the way he connects them has implications for how we teach about freedom, race, U.S. history, climate change, our relationship with the Earth, and the future of humanity.

Kendi roots today's tug-of-war over freedom in the country's history of enslavement:

> Slaveholders desired a state that wholly secured their individual freedom to enslave, not to mention their freedom to disenfranchise, to exploit, to impoverish, to demean, and to

> silence and kill the demeaned. *The freedom to*. The freedom to harm. Which is to say, in coronavirus terms, the freedom to infect.
>
> Slaveholders disavowed a state that secured any form of communal freedom — the freedom of the community *from* slavery, from disenfranchisement, from exploitation, from poverty, from all the demeaning and silencing and killing. *The freedom from*. The freedom from harm. Which is to say, in coronavirus terms, the freedom from infection.

Proclamations that "we are all in this together" distract us from seeing how people's responses to COVID-19 are rooted in a history of racial capitalism. Justifications for slavery — and for waging war to defend slavery — prefigure today's shrill demands to "open up our country" in the name of freedom.

For Kendi, the core struggle in U.S. history turns on two contradictory visions of freedom — individual freedom and community freedom:

> From the beginning of the American project, the powerful individual has been battling for his constitutional freedom to harm, and the vulnerable community has been battling for its constitutional freedom from harm. . . .
>
> Slaveholders hardly seemed to care that secession was going to condemn the non-slaveholding southern community to war, to mass injuries and death on battlefields and in contraband camps. Slaveholders hardly seemed to care that the Confederate States would have been a veritable hell for poor, non-slaveholding whites and the hell of hells for enslaved Blacks. Too many Americans today hardly seem to care that withdrawing states from stay-at-home orders too soon would scarcely free their communities from the viral war, from mass infections, and deaths on hospital and bedroom beds, a veritable disaster for innumerable white Americans and a disaster of disasters for innumerable Americans of color.

Kendi reviews some of the brutal statistics that shine a light on the racial disparities of the pandemic. On April 24, Gov. Brian Kemp of Georgia, a former enslaving state, was the first governor to ease quarantine restrictions. The day before Kemp lifted the quarantine, five of the country's 10 counties with the highest COVID-19 death rates were in Southwest Georgia. In each of these counties, Black people were the largest racial group. By early May, according to the Centers for Disease Control, more than 80 percent of hospitalized coronavirus patients in Georgia were African American.

"Again and again," Kendi writes, "white Americans have sacrificed the *freedom from* in pursuit of the *freedom to*. Again, and again, the price of those decisions has fallen on the heads of people of color." As Kendi concludes his article: "There is something about living through a deadly pandemic that cuts open the shell, removes the flesh, and finds the very core of American existence: the slaveholder clamoring for *his* freedom to infect, and the enslaved clamoring for *our* freedom from infection."

"We're Still Living and Dying in the Slaveholders' Republic" focuses on the pandemic, but let's pick up Kendi's analysis and lay it on top of the climate crisis — a crisis that will be more severe and more long-lasting than COVID-19, and in fact, will lead to more pandemics through destruction of animal habitat. Here, too, we find a war of freedoms. On the one hand, the capitalists, the fossil fuel industry, the bankers, Fox News, and Trump demand the freedom to mine, to drill, to frack, to mountaintop remove, to rape with pipelines, to colonize the atmosphere, to burn, to flood, to drown.

The freedom to. The freedom to harm. Which is to say, in climate terms, the freedom to destroy.

On the other hand, the rest of the world — Indigenous communities, people of color, the Arctic, Pacific Islanders, the young, the old, threatened species — demand the freedom from breathing wildfire-polluted air, from bulldozed homes, from drowning, from becoming climate refugees, from drinking poisoned water, from conflagrations, from the fear to bring children into the world.

The freedom from. The freedom from harm. Which is to say, in climate terms, the freedom from destruction.

The individual freedom to wreck the world. Against the communal freedom to survive. This struggle needs to be at the heart of our curriculum.

When we teach about climate change, it is easy to get lost in the details. No doubt, a climate justice curriculum is complicated. Educators need to equip students to understand the science that explains the basis of today's climate chaos. We need to probe the causes of the crisis, looking at the commodification of nature in the Americas, which began as far back as Columbus; at the history of industrialization; at the rise of coal, oil, and gas; and at that industry's disinformation campaign that obfuscated the inexorable rise of carbon dioxide in the atmosphere. We need to story the horrifically unequal consequences of climate change, which mirror the inequity we see playing out across our country and around the world in the pandemic. And we also need to expose students to the vibrant climate justice resistance that has blossomed into a social movement, and invite them to see themselves as a part of this movement, because activism is the only route to survival.

Kendi insists that we "open the shell" to examine the fundamental source of our predicament in the history of enslavers and the enslaved. When it comes to teaching the climate crisis, yes, let's dive deep and help students sort through its causes and consequences. But we also should lift students out of these details. We need to help them see the battle that has raged — and still rages — over whose vision of freedom will prevail: the freedom *to harm*, or the freedom *from harm*.

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Bill Bigelow (bill@rethinkingschools.org) is the curriculum editor of Rethinking Schools *magazine, and co-editor of* A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis. *Illustrator Adolfo Valle's work can be seen at adolfovalleillustrations.com.*

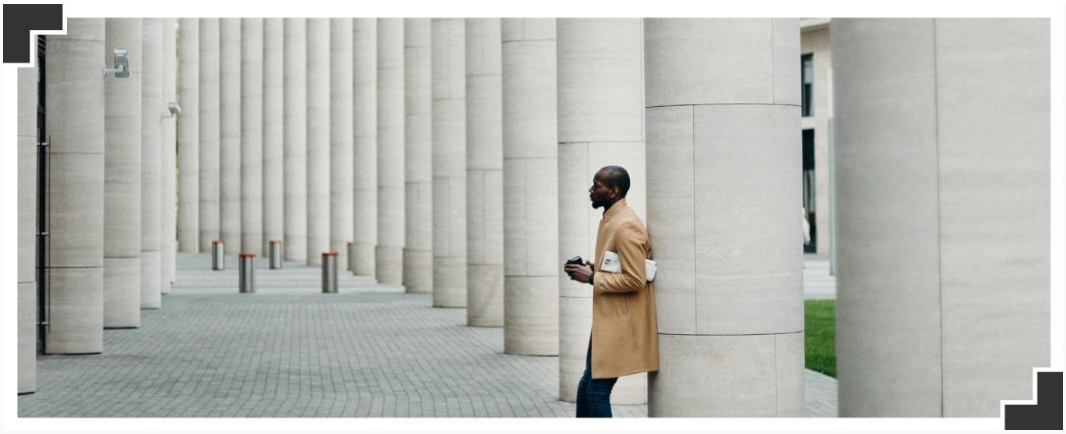
The Souls of Black Professors

Scholars discuss what it's like to be a Black professor in 2020, who should be doing antiracist work on campus and why diversity interventions that attempt to "fix" Black academics for a rigged game miss the point entirely.

By

Colleen Flaherty

October 21, 2020



As colleges and universities issued statement after statement this year affirming that Black lives matter, many Black faculty members remained unimpressed with mere words of support -- at once dubious and hopeful that this moment might lead to real, lasting change for themselves and their Black colleagues.

"There has never been a golden age for Black faculty in the United States," said Douglas M. Haynes, vice chancellor for equity, diversity and inclusion and professor of history and African American studies at the University of California, Irvine. "Too often people assume that there was after the Civil Rights Act, that the door was opened, that there was no more resistance. On the contrary, there has been and will likely continue to be resistance."

Richard Reddick, associate dean for equity, community engagement and outreach in the University of Texas at Austin's College of Education, said, "I'm an optimist, but I am very skeptical about permanent change."

That said, Reddick added, if an institution "fixes its mouth to state that they are committed to a diverse faculty, they'd better bring the resources, mentoring, releases, grant opportunities and senior-scholar partnering that will make these scholars viable for promotion and tenure."

In interviews with *Inside Higher Ed* over the past several months, Black scholars, including some who study race, expressed dissatisfaction with diversity, equity and inclusion initiatives that Black people often are expected to lead -- without compensation, on top of their already disproportionate duties mentoring students of color -- and often without their recommendations being adopted.

Scholars said they are sick of institutions hiring Black faculty members to reach diversity goals and then ignoring issues of racial climate and social isolation when these professors arrive. And they're more than tired of the casual and structural anti-Blackness reflected in everyday conversations, resource and funding allocations, personnel decisions, and more.

'You've Already Set That Person Up for Failure'

Ayana Jordan, an assistant professor of psychiatry at Yale University, said she was once the lone Black female psychiatrist on the faculty, and that a colleague once realized that this was the case and said so out loud. To Jordan, who was always keenly aware of being the only Black woman in so many rooms, the professor's realization came off as a perverse "luxury."

"The absence of Black faculty in institutions of higher learning is a national crisis," Jordan said. And like other national crises, this one requires a national response, or at least a coordinated effort among groups of institutions and a national repository for effective practices and interventions. Yet institutions generally continue to address the problem -- as they do so many things -- individually, Jordan said.

Many institutions, especially well-resourced ones, launched faculty diversity initiatives in the wake of the student protests at the University of Missouri at Columbia in 2015. And while some institutions report subsequent gains in their number of Black faculty members, the national outlook didn't budge between 2015 and 2018, the latest year for which data were available from the National Center for Education Statistics. Now, as then, just about 5.5 percent of full-time faculty members are Black, compared to about 14 percent of their students.

The University of Pennsylvania, for instance, launched an ambitious faculty diversity plan in 2011, even before the Mizzou protests. The number of underrepresented minority faculty members at Penn has increased by 46 percent since that time. Those hires pushed the overall proportion of underrepresented minorities on Penn's faculty from 6 percent to 8 percent by 2018. Climate surveys show similar levels of faculty satisfaction in 2011 and 2016, with women, minority and LGBTQ faculty reporting somewhat lower levels of overall satisfaction with their work environment, however.

Anthea Butler, an associate professor of religion and Africana studies at Penn, said, “These individual campus diversity initiatives are not tackling the structural issues behind what happens to faculty when they get to these campuses.”
Beyond climate issues, Butler said the service and mentoring demands on Black professors are extreme, disadvantaging them off the bat in tenure and promotion processes that don’t value this kind of labor.

“In my own personal experience, we don’t have enough people to go around to help with diversity work,” Butler said. “You have an issue, you bring it to a nontenured faculty member who is a person of color, or a woman, and they have to do all the heavy lifting because they teach race or some related issue. Everyone’s calling them all the time, they can’t get enough work done and you’ve already set that person up for failure.”

Butler proposed a two-year moratorium on expectations for this kind of service work for new hires on the tenure track, to protect their research and teaching time and give them a real shot at succeeding.

Jordan said that all-white promotion and tenure committees are fundamentally problematic. She advocated mandatory antiracist work for all faculty members, group hires for people of color to avoid social isolation and compensated service work around issues of diversity. No budget for this work means it’s a not a priority, she said.

“I’m still not convinced, based on the actions of higher education, that there is a true commitment to making sure that there are Black faculty who are not only representative of the national population in which they serve, but who are also happy and have what they need to be successful.”

A narrative within predominantly white organizations -- including universities -- is that there is will to hire more Black employees, but they simply don’t exist. Haynes called this one of several “uninformed myths” about Black faculty members. Other beliefs are that they’re not a “good fit,” that they’re “too expensive” and that they’re “a risk,” he said.

UC Irvine is busting these myths. This year it hired 13 Black faculty members onto the tenure track, across fields -- something that Haynes said “never happens” in U.S. academe at one campus in one year, because there’s a perception that it can’t or shouldn’t. Haynes said thinking outside the box in terms of hiring is especially challenging in California, where the 1973 U.S. Supreme Court case Regents of the University of California v. Bakke originated. In that case, the court upheld affirmative action, including the consideration of race in admissions. But it also came down against reserving a specific number of seats for minority

candidates, or racial quotas. Haynes said Bakke reflected and contributed to a backlash against racial justice in the U.S. This has had long-term, unintended consequences for higher education, especially faculty hiring. In 1996, California voters approved Proposition 209, a state law saying that public employers many not consider race, sex, color, ethnicity or national origin in hiring.

Next month, California voters will decide whether to repeal Prop 209, in the form of Proposition 16. If passed, Prop 16 would allow public entities in California to develop affirmative action programs, including, perhaps, faculty hiring programs that consider candidates' race. Last month, in anticipation of this vote, and reflecting where the U.S. Supreme Court stands on this issue, the UC system's Board of Regents approved a policy to prohibit the use of racial quotas or caps in admissions and hiring across its campuses. At least in admissions, though, the university has reportedly said it would consider gender in admissions as part of a larger set of criteria.

UC Irvine, which seeks to become the top choice for Black California college applicants, recently announced its Black Thriving Initiative. It's a university wide effort to establish UC Irvine "as the nation's leading destination for talented Black people to thrive," Haynes said. "It involves changing the culture, leveraging the research mission and linking UCI's future to the success of Black people."
The idea came together relatively quickly, but Irvine's success with respect to diversifying the faculty can be traced back to 2001, when it became part of the National Science Foundation's ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions program. Irvine has doubled its share of female scientists, who now account for 27 percent of the science faculty.

Building on ADVANCE strategies, Haynes has led similar efforts to hire more faculty members of color. "We've looked at the pipeline and identified each of the critical milestones and customized specific interventions that led us to this record year," Haynes said. "And this new initiative expands these efforts to build a culture where Black people thrive as undergraduates, graduate students and faculty." Admittedly, that's the "hardest part -- changing the culture," he continued. "The responsibility rests with the entire institution."

When the Game Is Rigged
Among non-tenure-track instructors across academe, Black professors are overrepresented. They're also overrepresented in lower-paying disciplines and underrepresented in the sciences. Institutions generally consider tenure decisions private personnel matters, but there is anecdotal and empirical data suggesting that Black professors face hurdles their white colleagues don't in advancing their careers.

In one example from this year, all-white tenure committees at the University of Virginia denied tenure to two Black assistant professors who were engaged in diversity work within their respective fields. Both cases involved procedural errors on the part of evaluators. In the case of Paul Harris, a human services scholar who studies Black students and athletes, a tenure committee accused him of publishing a paper in a “self-published” journal that was actually peer reviewed. Harris also faced questions about the representativeness of his work just as he was about to go up for tenure -- what some say is code for scholars of color and their work being too centered on issues of identity.

The university eventually overturned Harris’s negative bid, but the majority of cases like his never get a public airing.

A recent study of faculty “fit” found that candidates' diverse social identities transformed from competitive advantages when they applied or were courted to apply for a faculty job, to a "non-factor" during the review phase, with "many faculty members having different -- albeit still color-blind -- perspectives on considering identity." Put another way, the paper found that hiring typically privileges perceived research impact and runs on reproduction, or cloning bias, even when hiring committees are supposed to see diversity as an asset.

Another paper on “presenting while Black” found that the majority of Black faculty members interviewed reported being regularly advised by white colleagues to be “more entertaining,” to “lighten up” and to “tell more jokes.” Black women in particular reported having colleagues bring up their clothing choices and hairstyles and being told to suppress their “passion” and “smile more.” Most interviewees reported hearing more overtly racist comments about their presentations.

Studies too numerous to list here conclude that Black professors face disproportionate challenges in the classroom, as well, in the form of student bias. One paper based on an experiment at a predominantly white research institution in the Southeast found that students rated Black professors’ teaching significantly lower than that of white and other minority professors, including on survey items that influence personnel decisions (Black women face a double bind, based on additional research on students' gender biases). Professors of color report bullying and discriminatory comments on their appearance and qualifications in open-ended responses.
In another example, students have been shown to find professors of color less credible than white professors. Other researchers have found that students rated a hypothetical Black professor less favorably than a white professor, and that students trusted the Black

professor more when he was pictured in formal compared to casual clothing. Meanwhile, the reverse was true for the white professor.

Some institutions have moved away from using student evaluations of teaching in promotion and tenure decisions for these reasons. Many colleges and universities continue to use student ratings of teaching in high-stakes personnel decisions, despite all the evidence of their vulnerability to bias.

Research funding is another area of concern. One study published in June, controlling for career stage and other factors, found that reviewers consistently rate Black researchers seeking Research Project Grants from the National Institutions of Health lower than white applicants. This contributes to a persistent, overall funding gap between white and Black researchers even under the NIH's Enhanced Peer-Review process, which was supposed to bring more transparency to the process: from 2014 to 2016, the award probability for black applications was 55 percent of that for white applications (10.2 percent versus 18.5 percent).

The study's authors found that topic choice, including community-based work -- such as studies that look at the disparate impact of diseases on minorities, including the coronavirus -- along with researchers' network size may explain some of the funding gap. But not all of it. The authors expressed concern that instead of mitigating bias, the first stage of enhanced peer review may "absorb" bias, or make new room for it to creep into the process.

An NSF analysis of its own data from 2009 to 2016 found that applicants and awardees from underrepresented racial minority groups were growing in number -- and that their funding rate remained "substantially lower" than that of majority applicants.

As for the salaries of researchers, a national survey of 1,160 U.S. biologists and physicists found that white scientists reported earning higher salaries than nonwhite scientists, despite no significant differences in productivity, funding or institutional status. Black respondents reported earning the lowest pay. Even in science, "a field characterized by explicit overtures of tolerance and inclusion," there is still "reproduction of a racial order," the researchers wrote.

A group of scientists -- including Tyrone B. Hayes, a professor of integrative biology at the University of California, Berkeley, who recently detailed his many experiences with racism in a letter to his colleagues -- cited some of these data in a separate *Science* letter on systemic racism in higher education last month.

The "false dichotomy of ‘excellence or diversity’ must end," Hayes and his colleagues wrote. "Diversity results in better, more impactful, and more innovative science, and it is essential to building novel solutions to challenges faced by marginalized and nonmarginalized communities." Catalyzing culture shifts in the academy, meanwhile, “will require making tenure dependent on excellence in research, teaching and service that centers on equity and inclusion.”

Reddick said his own research and experience demonstrates that Black scholars are more likely to have positive experiences in their departments and programs than they are away from campus, and that institutions are “woefully neglectful of what it is like to live” in the surrounding environs.

“What is it like to buy a house in the community? How do local schools affirm Black children? Where can Black scholars find a critical mass to listen to music, appreciate the arts and otherwise build community?” Reddick asked. He recalled a professor he once met who realized there were no Black barbers in his rural university town, so he hired one from the nearest city to cut Black students’ hair at his home. It became a community for those students -- what Reddick said scholar and author bell hooks would call a "homeplace."

“Something as seemingly simple as having relationships with community partners in education, services and entertainment would go a long way” toward faculty satisfaction, Reddick said. Paraphrasing what an unnamed colleague of his has wondered, Reddick said, “We sometimes have exit interviews when faculty leave institutions. Why aren’t we engaged in stay interviews, and learning why our faculty choose to work here and live in our community?”

Beyond Band-Aids: Breaking Down Barriers

Akil Houston, an associate professor of cultural and media studies at Ohio University, said he had three different chairs during his pretenure period and an ever-changing list of expectations and requirements. His faculty mentor was not supportive. Now that he’s got tenure, Houston tries to give out the guidance that he didn’t get. But there could still “be a stronger university culture that says to Black faculty, ‘We want you here, and we want to position you for success,’” he said. Some ideas: writing workshops, cohorts and grants targeted at underrepresented minority faculty members.

Kimberly Griffin, professor and associate dean of graduate studies and faculty affairs in the College of Education at the University of Maryland, College Park, recently reviewed decades of research on the challenges facing academics of color, including those that make them leave academe altogether. Among the roadblocks: a hostile climate and unwelcoming colleagues, students who challenge their authority in the classroom and question their

expertise on teaching evaluations, lower levels of scholarly productivity given more intense service loads, and difficulty publishing work that may be perceived as “unconventional” for the field.

Griffin, co-principal investigator for the NSF-funded Aspire program to develop an inclusive and diverse national science, technology, engineering and math faculty, said many diversity strategies propose training, professional development and mentoring to help Black faculty look more like an "ideal" candidate and “conform to institutional expectations.” All those strategies ignore "the systemic and individual racism Black faculty face," she said, "and are based on conforming to norms that privilege white cisgender men."

What’s a better way to support Black faculty members? Griffin said it’s not an “either-or” between offering professors professional development opportunities, resources and support, and tackling deeper structural racism. The Aspire program, for instance, pushes institutions to consider how they engage in recruitment and hiring, strategies they use to promote acceptance of offers, how they onboard and welcome new faculty to campus -- and whether and how they address departmental and campus climates.

Donathan Brown, assistant provost for diversity and inclusion at Rochester Institute of Technology in New York, also said Black faculty members face clear barriers with respect to recruitment, student evaluations and devaluation of their research interests. Search committees often begin their work with conversations about how they can't expect diverse candidate pools because they’re not, say, in a given metro area, Brown continued. With respect to teaching evaluations, he said, "The scholarship already exists. We all know it yet continue to place full reliance upon student evaluations as an unadulterated indicator of teaching effectiveness."
Failing to address these aspects of institutional culture and climate means "you are inevitably placing Black faculty members in compromising positions from the very beginning."

Who’s Doing the Diversity Work?
Robert Head, president emeritus and the first Black president of Rockford University in Illinois, tells a story in his new book, *Playing From Behind*. In 1994, when he was serving as a vice president at a Chicago-area institution, the university brought in late civil rights legend C. T. Vivian to lead discussions on campus and work with a committee on campus climate. Head was appointed chair of that committee, which he said did not surprise Vivian in the least.

“When I was first introduced to C. T., he broke out in a wide grin and said, ‘I knew it! Let a race situation occur on a majority campus and they will send in a Black person to deal with it,’” Head said recently, summing up the incident -- and academe’s propensity for calling on people of color to fix racist systems they didn’t create.
In any case, Head said, “I find the delegation of antiracism work to Black faculty, in many cases, to be an act of minimization.” The Black faculty members get all the work, with limited influence to change things, while the institution gets to say it’s “doing something.” Instead of pushing antiracist and diversity work to one person, group or committee, Head advocated a shared governance approach, where many voices share in the discussion.

Meanwhile, he said, the growing reality is that antiracist work is truly everyone’s concern, in that majority-white institutions have experienced significant growth in enrolling students of color, “to the point that in a few years, the enrollment of students of color will exceed the enrollment of white students on several campuses.” Therein lies the “crucial business purpose for engaging in antiracism work as a system and not merely delegating it to Black faculty.”

"We must attack the problem with the same commitment and resources as we would any issue that is required to sustain and grow the institution,” he said.
Head also said that this service work must be counted in tenure and promotion decisions, just like other kinds of participation in universitywide committees. Cutting-edge solutions that end up as publications should be counted as scholarship, too, he said. And engagement in antiracist work beyond routine meetings should be considered for stipends or teaching load reductions.

Brown agreed with a shared governance, strategic planning-style approach, saying that institutions must publicly affirm that neither Black faculty members nor chief diversity officers are the “panacea for all anti-Black ills on campus.”
At the same time, Brown said, institutions must abandon the vague idea that "everyone is responsible" for addressing antiracist work, since not everyone is held accountable for it.

Mentoring students of color and doing everyday diversity and inclusion work is often referred to as "invisible labor" and, as it falls disproportionately on some groups, "cultural taxation." Numerous studies, including a survey-based one published last year in *Nature: Ecology and Evolution*, have found that those academics most likely to be doing invisible labor are nonwhite and nonmale.

Terza Lima-Neves, chair of political science at Johnson C. Smith University, a historically Black institution in North Carolina, said conversations about Black faculty members must address

the intersection of race and gender. Administrations at both HBCUs and predominantly white colleges and universities “seem to be out of touch with reality, with the actual amount of work Black women are doing,” in particular.
Case in point: Lima-Neves was recently encouraged to join an initiative about slavery, linked to a predominantly white institution, even though that does not fall within her area of expertise, and she’s juggling many other responsibilities. She said no.
Black women teaching at HBCUs often have heavy teaching loads and service and research expectations and are “expected to be mentors, advisers, therapists, et cetera” to their predominantly Black students navigating an extremely challenging time, Lima-Neves said. With women’s already disproportionate caring loads at home and a pandemic thrown in, it’s “ridiculous.”

Yet when Black women “do say no to additional projects, we are seen as anti-team player, unwilling to be collegial,” Lima-Neves said, and “when we speak up and address our concerns, we are bitter and angry.” In actuality, “We are tired, emotionally and physically tired.”

Lima-Neves's comments are similar to those of Lesley Lokko, dean of the Bernard and Anne Spitzer School of Architecture at City College of New York, a part of the City University of New York, who resigned publicly this month after 10 months on the job. Even previously living and working in South Africa didn't prepare Lokko, who is Scottish and Ghanaian, for being a Black woman in the U.S., she said in a public resignation letter and subsequent interview.

"The lack of respect and empathy for Black people, especially Black women, caught me off guard, although it’s by no means unique to Spitzer," Lokko said. “I suppose I’d say in the end that my resignation was a profound act of self-preservation.”
Lima-Neves said that because of the current racial climate, predominantly white colleges and universities are seeking grant partnerships with HBCUs. While these partnerships look virtuous, professors at HBCUs are expected to "drop their own professional goals and scholarly agendas."

From a hiring perspective, Lima-Neves also criticized predominantly white institutions for creating fellowships and term positions geared toward “diversity” candidates, instead of more tenure-track lines or long-term commitments. When institutions bring on Black professors as temporary workers only, institutions “bamboozle” students into thinking they’ll have diverse mentors while avoiding giving faculty members of color a voice and a vote where it counts.

Raechele Pope, associate dean for faculty and student affairs and chief diversity officer at the State University of New York at Buffalo's Graduate School of Education, helped organize the school's teach-in for racial justice, which took place over two days in lieu of classes last month. She said that every campus "needs to re-examine and reimagine their approach to diversity work," and that until they do, "the burden will always fall on the shoulders of Black faculty and other faculty of color."

Campuses need to "examine and understand the ways in which white supremacy culture is baked into the structures and practices of the campus," Pope said. "Campuses need to prioritize the education of white faculty, administrators and staff and set aside money to bring in consultants in an ongoing way rather than relying on their own staff and faculty to do the training." If Black professors do want to engage in this work, "then they should be fairly and financially compensated" and given reduced teaching loads to make time for it.

Reddick urged Black academics to hold potential employers accountable -- "receipts" included -- for investing in Black faculty success before they invest their own "blood, sweat and tears building support for an institution that is indifferent years later." Institutions should be able to highlight success stories and opportunities, along with readily available metrics on promotion and tenure -- and good explanations for any gaps between Black professors and other groups, with concrete plans for closing them.

"I am talking about restructuring these processes and having the institutional fortitude to recognize work that hasn't been recognized in the past and note its value," Reddick said. "Institutions can't sway students and families that they are equity-minded if the Black scholars who work there are the most fatigued and least compensated."

Signs of Commitment

The COVID-19 pandemic has highlighted the injustices facing Black communities. But it also risks diverting precious institutional attention and resources -- time and money -- away from antiracist work on campuses. Still, there are some signs that colleges and universities will put actions behind their words of support for Black lives, including those of their faculty members.

While many institutions have halted hiring for the foreseeable future, Syracuse University said that it will proceed with a planned diverse faculty hiring initiative. The Rhode Island School of Design announced that it is hiring a cluster of 10 new tenure-track or tenured professors in multiple disciplines as part of a race in art and design initiative. Stanford University announced that it is hiring up to 10 new scholars who study race in American society. The University of Chicago's English department said it's focusing this graduate admissions cycle on aspiring Black studies scholars. The University of California, San

Diego, is unfreezing hiring only in a few cases, including for an interdisciplinary faculty cluster of 10 to 12 experts in racial disparities in STEM fields, with a focus on Black communities.

San Diego is providing $500,000 in one-time funding for that effort, along with $200,000 for a related plan to improve retention of underrepresented faculty members through coaching, coalition building and other activities. Makeba Jones, a professor of education at San Diego and a principal investigator for the project, said in an announcement that "at its core, this effort is much more than a cluster hire; it's a systemic effort to address racial inequities on campus for African American undergraduate and graduate students by creating a cadre of scholars who focus on the African American diaspora in the areas of medicine, health and the environment."
Faculty members will not only produce innovative research in STEM fields related to African American communities, she said, "they will also be involved in teaching undergraduates through the African American studies minor and major as well as mentoring both undergraduates and graduate students."

The University of Houston is opening a national research center to address health disparities in underserved areas. Saint Louis University is establishing a new Institute for Healing Justice and Equity. In the chaos of this semester, thousands of academics participated in the recent Scholar Strike for racial justice, co-organized by Butler, the Penn professor. These are just some examples.

Griffin, the University of Maryland professor, said she's hopeful that pandemic-based conversations about "productivity" will be an opportunity to "consider how we value and reward the unique contributions Black professors make to the academy. And we can then make changes that are substantive and enduring, rather than temporary."
Doing so will be "critical to retaining this generation and recruiting the next generation of Black scholars," she added.

Now, when there is "at least some indication to suggest an elevated state of antiracist consciousness," said Brown at the Rochester Institute of Technology, it's imperative that institutions move beyond words, to initiatives aimed at institution wide progress.
"My hope is that our African American faculty both see and feel their worth to an institution, beyond the times where we are called upon to serve on a diversity and inclusion committee."

The Pandemic and Racial Turmoil Are Changing Curricula. Here's How.

By Alexander C. Kafka
OCTOBER 19, 2020

Colleges are wrestling with the financial havoc and technological logistics of a hellish year. But 2020's Covid-19 pandemic and increased racial strife are also prompting revisions in college curricula. The nation is traumatized, and the content of academic programs, not just how they are delivered, must reflect that reality, said college leaders, students, faculty members, and higher-education experts who spoke with *The Chronicle.*

"We need not just mourn with our students but empower them to understand the context of the moment, the history of their community, and ways they can be active agents in improving society," said Melanye Price, a professor of political science at Prairie View A&M University, a historically Black institution in Texas.

"You can't be in the truth business and avoid these conversations," said W. Joseph King, president of Lyon College, in Arkansas, and a founder and principal of Academic Innovators, a consulting company.

Colleges are offering new classes on racial history and social justice. They are infusing those themes into existing courses, strengthening bridges across disciplines in the sciences and the humanities, starting new minors, creating equity-and-justice centers, and hiring ethnic-minority specialists in neglected topics. Those measures are intended to deepen students' understanding but also, in concert with co-curricular and extracurricular study groups and clubs, to offer students in underrepresented minority groups a deeper sense of belonging. Many of these initiatives were in the works before Covid-19, the death of George Floyd, and the Black Lives Matter protests that followed, but they have been energized, accelerated, expanded.

Experts caution, however, against empty virtue-signaling, or offering fare that's poorly thought out and might prove superficial and fleeting. "No more tokenism," insisted Prairie View's president, Ruth J. Simmons. "Only engage if you are *deeply* engaged."

Whitman College, in Walla Walla, Wash., has made "Race, Violence, and Health" the theme for the entire 2020-21 academic year. That encompasses "Introduction to Race and Ethnic Studies" and a course about the U.S.-Mexico border, but also "Before Germs and Genetics," which explores how "ideas about bodies from the century before 'germ theory,'" when white elites obsessed about heredity, race, and human variation, "can challenge our 21st-century

notions of 'science' and 'modernity.'" The course "Death and Afterlife" has been refocused this year, with "death by Covid-19 and racial and other forms of violence in our contemporary moment" serving as "the touchstone for readings and assignments."

Whitman's global-studies center will feature guest lectures and workshops, like one led by Anna Taft, of the Tandana Foundation, on how racial disparities affect community development and public-health projects in Ecuador and Mali. The college's academic theme permeates even fundamental science courses, in which a unit on protein analysis might use the coronavirus as an example, and mathematical modeling can feature Covid-19 infection rates and patterns.

Whitman's department of art history and visual-culture studies was already thinking about its courses with an eye toward "decolonizing" them, and the pandemic and racial reckoning accelerated that trend, said Lisa Uddin, the department's chair and an associate professor. "You can't bracket that anymore," she said. "That is not a week in the syllabus. That *is* the syllabus." If students are examining the architect Walter Gropius's Bauhaus designs, for example, they should consider how race factors into who is exposed or surveilled.

Sometimes it takes a calamity to move scholars out of their silos, and the intense interdisciplinary collaboration in this year's efforts might be a silver lining to an awful period. Montclair State University, in New Jersey, is offering three five-week courses related to Covid-19 and inequities. A course on historical perspectives draws on faculty members in history and medical humanities, said Jeff Strickland, chair of the history department. A course on public-health perspectives draws from medical humanities, biology, and applied mathematics and statistics. And the third course covers social, economic, legal, and political perspectives from faculty members in religion, political science, law, psychology, sociology, and anthropology.

Preparing for Battle

At many colleges, the pandemic and racial reckoning have added urgency to academic-program updates that were underway. Prairie View A&M was already planning a required course on the history of race and class in America. It was also introducing elements of African American studies into the overall curriculum and had proposed a Center for Race and Justice named for the university's president, Simmons. Prairie View produces engineers, architects, teachers, nurses, and other skilled professionals. But recent events underline the need to better train students to battle "a world of systemic racism and sexism," said Price, the political-science professor.

This year's crises have spurred research programs too. In addition to a Black-thriving initiative and a course sequence exploring anti-Black racism, the University of California at Irvine is putting $300,000 into 18 studies under the heading "Advancing Equity in the Age of Covid." Participating are researchers in biology, education, computer science, nursing, social ecology, and public health, and directors of student-resource centers. Indiana University established a Racial Justice Research Fund that will distribute a half-million dollars to 40 projects. Among proposals is a study of how various kinds of anti-violence messaging affect gun incidents, how race influences the outcome of studies of chest pain and anxiety, the impact of the Trump presidency on American militias, and how faith changes Black women's self-image.

Public-health experts and first-responder care givers have been valorized since March. But while some health subfields continue to see the gains they did pre-pandemic, academic interest in health over all is not markedly rising, said Lauren Edmonds, a director at the higher-education consulting company EAB. "We are seeing interest from schools in building up their health programming," she said, "but the demand isn't necessarily spiking like they assume."

With a world of possibilities and drastically limited resources, how should colleges decide which programs to pursue, especially if their priority is to help low-income and minority students? A new *Chronicle* report, "The Crisis Curriculum: How the Pandemic and Racial-Justice Movement Are Transforming Academic Programs," describes why this is a moment of distinct urgency in helping students understand, cope with, and eventually improve their turbulent world. It shows how colleges are bringing issues of racial equity and justice into a variety of disciplines, among them criminal justice, public health, art and design, and even esports. And it explains why assumptions about what fields are likely to boom or go bust amid today's crises could be very wrong, and what strategies work best in navigating turbulent times.

We welcome your thoughts and questions about this article. Please email the editors or submit a letter for publication.

University of Oklahoma Diversity, Equity and Inclusion Plan

http://www.ou.edu/diversityandinclusion/university-plans Executive Summary

The University has created a draft plan for diversity and inclusion efforts across all three campuses. While the University goals will remain constant, strategies will be regularly evaluated to meet the needs of the institution. The following is a guide for University entities to develop plans that meet the University goals and specific area needs. *Updated July 31, 2019*

Plan to Support a More Diverse, Equitable, and Inclusive Culture for the University of Oklahoma
Institutional Goals for Diversity, Equity & Inclusion

1.Cultivate an inclusive campus climate.
2.Improve recruitment, hiring and retention of faculty and staff from historically underrepresented groups in support of the Affirmative Action Plans.
3.Improve recruitment and retention of undergraduate and graduate students from historically underrepresented groups.
4.Create an enhanced learning environment based on diversity and inclusion.
5.Strengthen institutional shared infrastructure to achieve diversity goals.

These major goals will provide a vision for how to achieve the following intended
institutional impact outcomes:

1.A supportive environment that fosters inclusion, belonging and satisfaction
2.Enhanced recruitment, hiring and retention of diverse staff and faculty.
3.Increased undergraduate and graduate admissions, transition and successful degree completion of historically underrepresented groups.
4.Engagement in learning opportunities that promote diversity and inclusion.
5.Demonstrated shared university support for diversity and inclusion work.
6.Utilization of data to inform diversity work.
7.Internal and external funding sources for diversity work.

The University of Oklahoma's DEI Plan has been incorporated into the new OU Strategic Plan: ***Lead On, University****, in particular in Pillar 4:* ***Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni***

Diversity, equity and inclusion are also highlighted throughout the new Strategic Plan.
https://ou.edu/leadon

University of Oklahoma Strategic Plan: Lead On, University

We Change Lives!

Disciplined execution of our Strategic Plan will result in: providing affordable academic excellence for our students; promoting students' intellectual, social, and emotional growth; and preparing students for a life of meaning and impact.

We will also: educate students committed to the pursuit of academic excellence regardless of background; serve and improve society through discovery, creativity, and innovation; and work in partnership with the public and private sectors to advance prosperity and well-being.

Pillars

At the heart of our Strategic Plan are five pillars that define how we will fulfill our Purpose. Together, the pillars are our fundamental objectives, and they are carried out through the implementation of thoughtful and concrete strategies and tactics.

1. Become a Top-Tier Public Research University

2. Prepare Students for a Life of Success, Meaning, Service, and Positive Impact

3. Make OU's Excellence Affordable and Attainable

4. Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni

5. Enrich and Positively Impact Oklahoma, the Nation, and the World through Research and Creative Activity

Pillar 4: Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni

Strategy 1:
Make diversity, equity, and inclusion a cultural strength of OU with the goal of ensuring that everyone in the OU community is valued and understood, is dignified and respectful toward others, and feels connected.

Tactic 1: Embrace diversity in ideas, experiences, and identity in the recruitment of students, faculty, and staff.

Tactic 2: Promote a culture of civil discourse, on campus and in our online educational spaces, by fostering a respectful exchange of different viewpoints, perspectives, and life experiences.

Tactic 3: Fully implement the University's Diversity, Equity, and Inclusion strategic plan to reinforce shared values and mutual respect towards all.

Tactic 4: Pursue OU's status as a *public* institution by placing greater focus on recruiting, supporting, and retaining first-generation students and students from historically underrepresented communities.

Tactic 5: Create a new student orientation program which includes access for all incoming students in a common experience that welcomes them to campus and introduces them to the University and its cultural expectations.

Tactic 6: Design focused student programming that fosters individual and shared lifechanging experiences that promote intellectual, social, and emotional growth.

Tactic 7: Explore the development of an equity and inclusion course as part of the general education curriculum to promote respect for all students, in conjunction with the University's Diversity, Equity, and Inclusion strategic plan and subject to shared governance approval processes.

Tactic 8: Identify space in support of multicultural programs and services.

Tactic 9: Ensure that transfer and non-traditional students have a sense of belonging to OU.

Tactic 10: Promote multicultural in-person experiences that bring students of different backgrounds together to learn from one another.

Tactic 11: Activate a programmatic effort to ensure OU alumni and supporters enjoy a lifelong connection to OU and remain engaged with the University.

Strategy 2:

Improve systems to support and assess evidence-based diversity, equity, and inclusion initiatives for faculty and staff.

Tactic 1: Improve recruitment, hiring, and retention processes and adopt practices that promote the recruitment and hiring of historically underrepresented groups.

Tactic 2: Expand networking and mentorship among faculty, staff, administration, and alumni to enhance the sense of belonging to the OU community.

Tactic 3: Develop customized, high-quality training that is mandatory for all faculty, staff, and administrators on issues regarding diversity, equity, and inclusion in higher education.

Tactic 4: Value and reward work that strengthens campus diversity, equity, and inclusion when assessing faculty, staff, and administrative offices for annual evaluations, promotion criteria, internal grants, and compensation.

The Faculty Workgroup *DRAFT* Theory of Change proposes the following.

IF opportunities are provided for faculty and upper administration to meet consistently to develop a common vision for diversity and inclusivity, with a strategic agenda to include goals, objectives, initiatives, and accountability measures, and rewards

THEN faculty capacity is built with the knowledge, tools, and skills to support tenure, promotion, hiring, evaluation and other practices within the teaching, research, and service framework at OU;

AND institutional capacity is developed to provide centralized and customized, high quality professional learning opportunities to faculty regarding diversity and inclusivity in higher education; policies, practices, and access to existing diversity data is improved;

AND existing online, relational databases for faculty, staff, and administration are enhanced.

…And THEN more faculty are informed with the tools, knowledge, and skills to support diversity efforts; an increased number and percentage of faculty are engaged in diversity work; more diverse and culturally competent faculty are recruited and retained;

AND the following desired outcomes are reached:

- an increased number of high quality professional learning opportunities focused on diversity;
- increased faculty participation in professional learning opportunities;
- increased opportunities for meaningful engagement within the university community;
- increased number/percentage of diverse faculty, staff and students recruited;
- increased number/percentage of women and underrepresented minority faculty retained;
- improved data access and usage inform diversity needs and initiatives; and
- increased number/percentage of external grant proposals generated related to diversity –

SO THAT all OU faculty are recognized and incentivized for full engagement in building inclusive excellence in every academic department and support units through full institutional support for cultural competence and representative diversity.

"You are in the dark, in the car, watching the black-tarred street being swallowed by the speed; he tells you his dean is making him hire a person of color when there are so many great writers out there.

You think maybe this is an experiment and you are being tested or retroactively insulted or you have done something that communicates this is an okay conversation to be having.

Why do you feel comfortable saying this to me? You wish the light would turn red or a police siren would go off so you could slam on the breaks, slam into the car ahead of you, fly forward so quickly both your faces would suddenly be exposed to the wind.

As usual you drive straight through the moment with the expected backing off of what was previously said. It is not only that confrontation is headache-producing; it is also that you have a destination that does not include acting like this moment isn't inhabitable, hasn't happened before, and the before isn't part of the now as the night darkens and the time shortens between where we are and where we are going.

When you arrive in your driveway and turn off the car, you remain behind the wheel another ten minutes. You fear the night is being locked in and coded on a cellular level and want time to function as a power wash. Sitting there starting at the closed garage door you are reminded that a friend once told you there exists a medical term – John Henryism – for people exposed to stresses stemming from racism. They achieve themselves to death trying to dodge the buildup of erasure. Sherman James, the researcher who came up with the term, claimed the physiological costs were high. You hope by sitting in silence you are bucking the trend."

Claudia Rankine, Citizen: An American Lyric (2014), pp. 10-11

Introduction
What is cultural competency anyway? Why should we care?

The previous page highlights an excerpt Claudia Rankine's book Citizen (2014) which illustrates the overlapping problems of lack of cultural competency in existing faculty, and the deleterious and destructive effects of such ignorance on faculty from underrepresented groups.

Simply put, if we continue to believe that only members of the dominant culture hold the key to excellence in the academy, we will continue to hire others who believe that. If we don't search for those who are culturally competent, we will not find them. The academic climate created by a majority, whose implicit biases dictate that only members of the dominate culture are "most qualified," is one where we struggle and fail to have the reality in our classrooms and workplaces live up to our rhetoric. We cannot build equitable and truly inclusive academic and workplace environments that will recruit and develop the best minds and talents unless we broaden our search to include those with the knowledge and skills to be culturally competent. *When we search for culturally competent faculty, administrators and staff, we are amplifying our parameters to include knowledge and skills needed to work in an increasingly multicultural, multicolored, multinational and otherwise diverse educational environment.*

We could developing a sense of cultural competence by asking ourselves five questions.

1) Do we believe that people are most open to learning when they know they are seen as worthy and viable learners in the environment?
2) Do we believe that the best teachers are those who can recognize and develop the learning potential of every student, continuously alert to how their own implicit biases may affect their perceptions?
3) Do we believe the best supervisors and managers are those who have the knowledge and skills to use the diverse skills and experiences of all their staff members to build strong and effective teams, aware that they must identify and respond appropriately and clearly to biases, harassment and discrimination that can damage moral and destroy team cohesiveness?
4) Do we believe the best researchers are those who repeatedly challenge their own beliefs and assumptions, aware that their world views are culturally shaped, and that problem identification, study design, data collection, and most especially interpretation of results, are subject of wide varieties of bias?
5) Do we believe that the best leaders are those who can review, examine and rework existing policies and procedures by testing them against the both their intents and their results for all members of the campus community. These leaders, in understanding that they need the multiple and diverse viewpoints to shape culturally responsive policies and procedures, have a practice of gathering and meaningfully involving a broad range of stakeholders to identify, understand and solve institutional challenges and problems.

As the United States population becomes more diverse in terms of race, ethnicity, skin color, cultures, countries of origin, languages, and configurations of families, and higher education can look into the future to see who will be coming or returning to campus, it no longer makes sense to hire faculty, administrators or other staff who are unable to effectively, respectfully and inclusively work with, teach and/or lead diverse groups of people. Among the reasons why our institutions, our employees, our students, and our communities lose out when we continue to do so are these.

1) We miss the opportunity to learn from and problem solve with others who have different and valuable insights needed if higher education is to evolve.
2) We wear out, discourage and ultimately lose faculty, administrators and staff who have continued to cultivate knowledge and skills in areas related to cultural competence, and have tried and failed to get institution, department and office leaders to move forward in these areas.
3) We betray our mission of education in general, as well as putting the lie to much of the rhetoric we have incorporated into our strategic goals and plans in the last decade about providing a welcoming, respectful and inclusive environment for all members of our campus community, thus breaking trust with those who could help, as well as those who need our support.

The Difference Between Seeking Cultural Competence and Applying Affirmative Action

When we assess all candidates for their cultural competence as a qualification for hiring, we are demonstrating that these skills and the associated knowledge are highly valued by our college or university in all members of our faculty, administration and staff. This process directly affects who we define as "best qualified."

The legal processes put in place in 1965 by Executive Order 11246, for using **affirmative action** in hiring did not affect the determination of "best qualified" but merely asked covered employers to do an effective job in attracting a "diverse" hiring pool by following basic steps:
1) remove unnecessary provisions and processes in hiring that could prevent qualified applicants from applying;
2) gather data and calculate the numbers of women and "minorities" who could be qualified for a given position;
3) compare the resulting data to the numbers of women and "minorities" that hold such positions at a particular employer;
4) advertise using methods likely to attract a pool of candidates reflective of the full scope of qualified candidates; and finally, having done these things,
5) always hire the best qualified candidate for any given position.

So What's the Problem with What We Are Doing Now? It's Not Working.

For decades we have claimed that we want to have more "diversity" faculty teaching at our colleges and universities, yet even a cursory examination of our progress since the 1990s reveals that, rhetoric aside, even as our student bodies become more multicultural, multiethnic, and multicolored, our faculty have, for the most part, stayed overwhelmingly white and male. As a rule, and at the same time, we seem to have the most success with students who are white and upper middle class, basically mirroring our faculty composition. This is not a coincidence.

In an interview in 2016, Mary Beth Gasman, Professor of Education at the University of Pennsylvania Graduate School Of Education, was asked why predominately white universities don't have more diversity faculty, and her answer was basically, "because we don't want them." She subsequently wrote an article detailing the evidence for this claim.
https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/?utm_term=.3cc8b86f6969 (last accessed 5/2/2017)

The following are her main points.

- *First, the word "quality" is used to dismiss people of color who are otherwise competitive for faculty positions. Even those people on search committees that appear to be dedicated to access and equity will point to "quality" or lack of "quality" as a reason for not hiring a person of color. Typically, "quality" means that the person didn't go to an elite institution for their Ph.D. or wasn't mentored by a prominent person in the field. What people forget is that attending the elite institutions and being mentored by prominent people is linked to social capital and systemic racism ensures that people of color have less of it….*
    - *Second, the most common excuse is "there aren't enough people of color in the faculty pipeline." It is accurate that there are fewer people of color in some disciplines such as engineering or physics. However, there are great numbers of Ph.D.'s of color in the humanities and education and we still don't have great diversity on these faculties. …*
    - *Third, faculty will bend rules, knock down walls, and build bridges to hire those they really want (often white colleagues) but when it comes to hiring faculty of color, they have to "play by the rules" and get angry when any exceptions are made.*
    - *Fourth, faculty search committees are part of the problem. They are not trained in recruitment, are rarely diverse in makeup, and are often more interested in hiring people just like them rather than expanding the diversity of their department. They reach out to those they know for recommendations and rely on ads in national publications. And, even when they do receive a diverse group of applicants, often those applicants "aren't the right fit" for the institution. What is the "right fit"? Someone just like you?...*
    - *Fifth, if majority colleges and universities are truly serious about increasing faculty diversity, why don't they visit Minority Serving Institutions — institutions w*ith *great student and faculty diversity — and ask them how they recruit a diverse faculty.*

On being racist, antiracist, and "not racist" – some thoughts for policy makers, administrators and other leaders :

One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. ***One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequalities, as an antiracist. There is no in-between safe space of "not racist." The claim of "not racist" neutrality is a mask for racism. This may seem harsh but it's important at the outset that we apply one of the core principles of antiracism, which is to return the word "racist" itself back to its proper usage. "Racist" is not … a pejorative. It is not the worst word in the English language; it is not the equivalent of a slur. It is descriptive, and the only way to undo racism is to consistently identify and describe it – and then dismantle it. The attempt to turn this usefully descriptive term into an almost unusable slur is, of course, destined to do the opposite: to freeze us into inaction. (p.9)***

…

Definitions anchor us in principles. This is not a light point: If we don't do the basic work of defining the kind of people we want to be in language that is stable and consistent, we can't work toward stable, consistent goals.

…

So let's set some definitions. What is racism? Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequalities. … A racist policy is any measure that produces or sustains racial inequality between racial groups. An antiracist policy is any measure that produces or sustains racial equality between racial groups.

…

Every policy in every institution in every community in every nation is producing or sustaining either racial inequality or equality between racial groups.

…

"Institutional racism" and "structural racism" and "systemic racism" are redundant. Racism itself is institutional, structural and systemic.

…

We all have the power to discriminate. Only an exclusive few have the power to make policy. Focusing on "racial discrimination" takes our eyes off the central agents of racism: Racist policy and racist policymakers, or what I call racist power. (pp. 17-19)

Dr. Ibram X. Kendi, <u>How To Be An Antiracist</u> (2019), New York: One World.

Like other old houses, America has an unseen skeleton, a caste system that is as central to its operation as are the studs and joists that we cannot see in the physical buildings we call home. *Caste is the infrastructure of our divisions. It is the architecture of human hierarchy, the subconscious code of instructions for maintaining, in our case, a four-hundred-year-old social order. …*

A caste system is an artificial construction, a fixed and embedded ranking of human value that sets the presumed supremacy of one group against the presumed inferiority of other groups on the basis of ancestry and often immutable traits, traits that would be neutral in the abstract but are ascribed life-and-death meaning in a hierarchy favoring the dominant caste whose forebearers designed it. A caste system uses rigid, often arbitrary boundaries to keep the ranking groups apart, distinct from one another and in their assigned places.

Throughout human history, three caste systems have stood out. The tragically accelerated, chilling and officially vanquished caste system of Nazi Germany. The lingering, millennia-long caste system of India. And the shape-shifting, unspoken, race-based caste pyramid in the United States. Each version relied on stigmatizing those deemed inferior to justify the dehumanization necessary to keep the lowest-ranked people at the bottom and to rationalize the protocols of enforcement. …

The hierarchy of caste is not about feelings or morality. It is about power- which groups have it and which to do. It is about resources – which caste is seen as worthy of them and which are not, who gets to acquire and control them and who does not. It is about respect, authority, and assumptions of competence – who is accorded these and who is not.

Isabel Wilkerson. 2020. Caste: The Origins of Our Discontents. New York: Random House. (pp. 17-18)

Isabel Wilkerson, in her book Caste: The Origin of Our Discontents (2020), identifies the eight "pillars" of caste that operate to support and maintain the racial caste system in the United States.

1. Divine will and the laws of nature

"The United States and India would become, respectively, the oldest and largest democracies in human history, both built on caste systems undergirded by their readings of the sacred texts of their respective cultures. In both counties, the subordinate castes were consigned to the bottom, seen as deserving of their debasement, owing to the sins of the past.

These tenets, as interpreted by those who put themselves on high, would become the divine and spiritual foundation for the belief in a human pyramid willed by God, a Great Chain of Being, that the founders would further sculpt in the centuries to follow, as circumstances required. And so we have what could be called the first pillar of caste, Divine Will and the Laws of Nature, the first of the organizing principles inherent in any caste system."(p.104)

2. Heritability

"To work, each caste society relied on clear lines of demarcation in which everyone was ascribed a rank at birth, and a role to perform, as if each person were a molecule in a self-perpetuating organism. You were born to a certain caste and remained in that caste, subject to the high status or low stigma it conferred, for the rest of your days, and into the lives of your descendants. Thus, heritability became the second pillar of caste." (p.105)

3. Endogamy and control of marriage and mating

"The framers of the American caste system took steps, early in its founding, to keep the castes separate and to seal off the blood lines of those assigned to the upper rung. This desire led to the third pillar of caste – endogamy, which means restricting marriage to people within the same caste. This is an ironclad foundation of any caste system, from ancient India, to the early American colonies, to the Nazi regime in Germany. Endogamy was brutally enforced in the United States for the vast majority of its history and did the spade work for current ethnic divisions." (p. 109)

4. Purity vs. pollution

"The forth pillar of caste rests upon the fundamental belief in the purity of the dominant caste and the fear of pollution from the castes deemed beneath it." (p. 115)

"In the United States, the subordinate caste was quarantined in every sphere of life, made untouchable on American terms, for most of the country's history and well into the twentieth century. In the South, where most people in the subordinate caste were long consigned, black children and white children studied from separate sets of textbooks. In Florida, the books for black children and white children could not even be stored together. African-Americans were prohibited from using white water fountains and had to drink from horse troughs in the southern swelter before the era of separate fountains. … All private and public human activities were

segregated from birth to death, from hospital wards to railroad platforms to ambulances, hearses and cemeteries." (p. 116)

"This policing of purity in the United States began with the task of defining the dominant caste itself.

While all the countries in the New World created hierarchies with Europeans on top, the United States alone created a system based on racial absolutism, the idea that a single drop of African blood, or varying percentages of Asian or Native American blood, could taint the purity of someone who might otherwise be presumed to be European, a stain that would thus disqualify the person from admittance to the dominant caste." (p.121)

5. Occupational hierarchy

"A southern politician declared this central doctrine from the floor of the U.S. Senate in March 1858. 'In all social systems, there must be a class to do the menial duties, to perform the drudgery of life…. That is a class requiring but a low order of intellect and but little skills. Its requisites are vigor, docility, fidelity. Such a class you must have….' He exulted in the cunning of the South, which, he said, had 'found a race adapted to that purpose to her hand ….Our slaves are black, of another and inferior race. The status in which we have placed them is an elevation. They are elevated from the condition in which God first created them, by being made our slaves.'" (p. 131)

"For centuries, enslaved people had been ordered to perform at the whim of the master, either to be mocked in the master's parlor games or to play music for their balls, in addition to their hard labors in the field. … The caste system took comfort in the black caricature as it upheld the mythology of a simple, court jester race whose jolly natures shielded them from any true suffering. The images soothed the conscience and justified atrocities. And thus minstrelsy, in which white actors put burnt cork on their faces and mocked the subordinate caste, became a popular entertainment as the Jim Crow regime hardened after slavery ended. Whites continued the practice at fraternity parties and talent shows and Halloween festivities well into the twenty-first century." (p. 138)

6. Dehumanization and stigma

"Dehumanization is a standard component in the manufacture of an out-group against which to pit an in-group, and it is a monumental task. It is a war against truth, against what the eye can see and what the heart could feel if allowed to do so on its own. … Dehumanize the group, and you have completed the work of dehumanizing any single person within it. Dehumanize the group, and you have quarantined them from the masses you choose to elevate and have programmed everyone, even some of the targets of dehumanization, to no longer believe what their eyes can see, to no longer trust their own thoughts. Dehumanization distances not only the out-group from the in-group, but those in the in-group from their own humanity. It makes slaves to groupthink of everyone in the hierarchy. A caste system relies on dehumanization to lock the marginalized outside the norms of humanity so that any action against them is seen as reasonable." (pp. 141-142)

7. Terror of enforcement, cruelty as means of control

"The only way to keep an entire group of sentient beings in an artificially fixed place, beneath all others and beneath their own talents, is with violence and terror, physiological and physical, to preempt resistance before it can be imagined. Evil asks little of the dominant caste other than to sit back and do nothing. All that it needs from bystanders is their silent complicity in the evil committed on their behalf, though a caste system will protect, and perhaps even reward, those who deign to join in the terror." (p. 151)

8. Inherent superiority vs inherent inferiority

"Beneath each pillar of caste was the presumption and continual reminder of the inborn superiority of the dominate caste and the inherent inferiority of the subordinate. It was not enough that the designed groups be separated for reasons of "pollution" or that they not intermarry or that the lowest people suffer due to some religious curse, but that it must be understood in every interaction that one group was superior and inherently deserving of the best in a given society and that those who were deemed lowest were deserving of their plight….

At every turn, the caste system drilled into the people under its spell the deference due those born to the upper caste and the degradation befitting the subordinate caste. This required signs and symbols and customs to elevate the upper caste and to demean those assigned to the bottom in small and large ways and in everyday encounters." (p.160)

In the final chapter of her book, Wilkerson states:

> *"None of us chose the circumstances of our birth. We had nothing to do with having been born into privilege or under stigma. We have everything to do with what we do with our God-given talents and how we treat others in our species from this day forward.*
>
> *"We are not personally responsible for what people who look like us did centuries ago. But we are responsible for what good or ill we do to people alive with us today. We are, each of us, responsible for every decision we make that hurts or harms another human being. We are responsible for recognizing that what happened in previous generations at the hands of or to who look like us set the stage for the world we now live in and that what has gone before grants us advantages or burdens through no effort or fault of our own, gains or deficits that others who do not look like us often do not share.*
>
> *"We are responsible for our own ignorance or, with time and openhearted enlightenment, our own wisdom. We are responsible for ourselves and our own deeds or misdeeds in our time and in our own space and will be judged accordingly by succeeding generations."* (pp. 387-388)

A few research-based indicators of the persistence of the racial caste system in the United States, and how it shapes our institutions, laws, policies, and practices, prejudices, biases, and conditions for survival.

- We have the only profit making healthcare system in the world. A common argument against a universal healthcare system like those of all other "developed" countries, is that "underserving (Black and Brown) people" who "don't take care of themselves" would get free healthcare. For decades, studies have shown that the quality and appropriateness of healthcare you receive in the US is shaped by your perceived race and ethnicity. Racialized people are commonly seen as the "cause" of their own poor health outcomes, despite these well known racial healthcare disparities. (e.g. For decades, an opiate addiction crisis in the African American community was always characterized as happening because of "dysfunctional families and communities." When the opiate addiction crisis developed in poor white rural communities, the blame was placed economic hardships, unemployment, and on the doctors pushing the drugs on people, and the pharmaceutical companies pushing the drugs on the doctors.)
- We have the only public school system in the world funded primarily by property taxes, ensuring that wealthier communities will have the best funded and resourced schools.
- The wealth or poverty of a given neighborhood in the United States is often based in post World War II redlining, which was racially designed to provide white people separate neighborhoods with better access to bank loans, as well as both written and unwritten covenants to keep "non-whites" from buying or living there.
- After World War II, the G.I. bill provided low interest loans to returning soldiers. Most soldiers who were not white, however, were not allowed to buy real estate in most communities. This is a foundation of the race and class segregation of the U.S. today. The G.I. Bill also provided free or low cost technical or higher education to soldiers returning from war. This benefit, however, could seldom be used by anyone other than white men, since colleges and universities did not allow others to enroll.
- Environmentally dangerous industries, chemical plants, garbage dumps and other sources of community pollution are most often sited near or in poorer, less resourced communities. Even when the problem is identified as harming or killing children, as in Flint, Michigan, both the perpetrators and those that delay or prevent mitigation and/or elimination of the threat are seldom held accountable.
- Members of communities of color, and in particular Black and Brown communities, are disproportionately targeted by law enforcement, resulting in imprisonment or murder of the innocent. Members of law enforcement are seldom found guilty when this happens.

"The multiple and intersecting ways that neoliberalism and the Whiteness of universities affect racialized and Indigenous faculty are … the 'dirty dozen' largely unconscious race and gender bias in the academy:

- in graduate school and through training
- in the wording of reference letters
- in whose voices are heard and embraced in the classrooms and at decision-making tables
- among those who are invited to conferences
- in how quality academic outputs and productivity are measured
- in professional networks and social capital
- in what is included and excluded from disciplinary canons
- in how people perceived to "fit in" and make good colleagues
- in how resumes and qualifications are interpreted, in terms of both where credentials are obtained and which regions, accents and cultures are most valued
- in teaching evaluations that prize standardization and the dominant culture over difference and innovation
- in the lack of value for service work and support, which is disproportionately taken up by racialized and Indigenous faculty
- in who leads universities (top administration positions are still largely male and White, and until that situation changes, structures in place are likely going to continue to reify their outlook of the university." (p. 301)

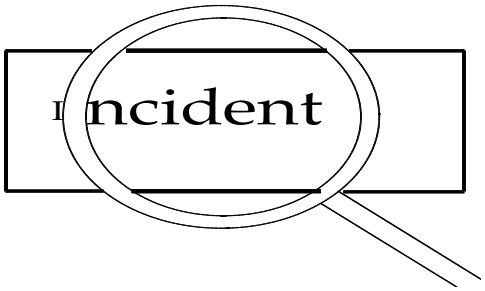
Results taken from summaries of research on the ways race, ethnicity and gender biases interrupt academic careers across the US, Canada, Australia and the UK. From Henry, et al., The Equity Myth (2017)

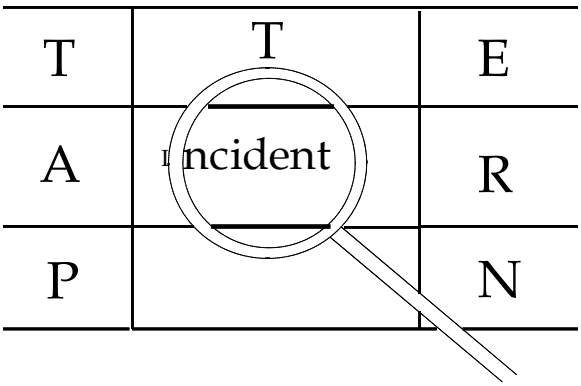
Where Do We Begin?

When we seek **cultural competence in hiring**, we begin by identifying the knowledge and skills needed by a person in given position that relate to the qualified candidate working with, teaching and/or leading groups of diverse individuals in respectful, equitable and inclusive ways. In higher education, these skills and this knowledge set can be different depending on our college or university mission, its current and future members, and the responsibilities and levels of authority of the position in question. Knowledge and skills related to cultural competence are integral to building campus and classroom environments where every person has an opportunity to reach his or her full potential, is valued for the unique qualities each brings and the contributions each can make, and where each can enter the classroom or the workplace every day bringing his or her whole self there to work and to learn.

We have all worked with faculty, administrators and staff who have failed in their responsibilities to support such equitable and inclusive environments by, at the very least being unaware of the stereotypes from which each was acting, and at worst, deliberating attempting to exploit, exclude, insult or shame a student or other employee.

We can be more conscious in hiring so we minimize the likelihood of perpetuating these patterns. We can change the structure so that it seeks out, supports and rewards cultural competence.

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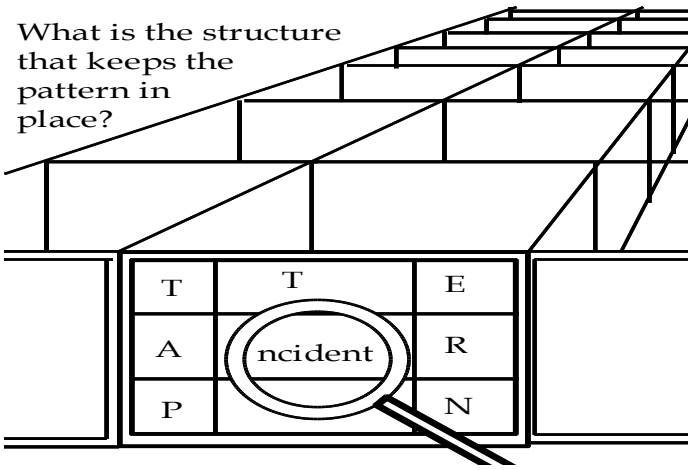
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Ways to Describe and Think About Cultural Competence

One of the most descriptive lists of knowledge and skills for cultural competence was actually developed from research done by the Metri Group for the North Central Regional Educational Laboratory in 2003. In their final report, enGauge***: Twenty-First Century Skills for 21st Century Learners (2003), they stated:***

> "The driving force for the 21st century is the intellectual capital of citizens. Political, social, and economic advances in the United States during this millennium will be possible only if the intellectual potential of America's youth is developed *now*. It should be no surprise that what students learn – as well as how they learn it and how often they must refresh these skill sets – is changing."
>
> "This list of 21st century skills has been compiled from the many excellent works published in the 1990's, as well as from contemporary literature, emerging research and the voice of representatives from education, business and industry. It is intended to serve as a bridge across public, business, industry, and education sectors through common definitions, and contexts for the skills most needed by students and workers in the emerging digital age. P-12 schools should incorporate 21st century skills and proficiencies into school curricula within the context of academic standards."

These standards for 12th graders were developed in cooperation with both business and educational leaders. Quoting from the report *enGauge: Twenty-First Century Skills for 21st Century Learners*

Students Who are Multiculturally Literate:

Value Diversity

- Are aware of how cultural beliefs, values, and sensibilities affect the way they and others think and behave.
- Appreciate and accept similarities and differences in beliefs, appearances, and lifestyles.
- Understand how technology impacts culture

Exhibit an Informed Sensitivity

- Know the history of both mainstream and nonmainstream American cultures.
- Can take the perspectives of other groups.
- Are sensitive to issues of bias, racism, prejudice, and stereotyping.

Actively Engage with/in Other Cultures

- Are bilingual/multilingual or are working toward becoming bilingual/multilingual.
- Communicate, interact, and work with individuals from other cultural groups, using technology where appropriate.
- Are familiar with cultural norms of technology environments and are able to interact successfully in such environments.

Students Who Are Globally Aware:

- Are knowledgeable about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.
- Understand that these interconnections can have both positive and negative consequences.
- Understand the role of the United States in international policies and international relations.
- Are able to recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.
- Understand how national cultural differences impact the interpretation of events at the global level.
- Understand the impact of ideology and culture on national decisions about the access to and use of technology.
- Participate in the global society by staying current with international news and by participating in the democratic process.

Cultural Competence and Faculty in the Classroom

Richard Bucher, Professor of Sociology at Baltimore City Community College who earned his Ph.D. from Howard University, has received numerous awards for advancing awareness of the importance of cultural consciousness in teaching, and is the author of several books related to culturally competent pedagogy and curriculum development. (see References)

In 2008, Richard Bucher, in an article for the Community College Times, made the case for a set of knowledge and skills for faculty related to cultural competence, or what he termed "cultural intelligence" or "CQ":

> *CQ refers to specific key competencies that allow educators to effectively relate to people from diverse backgrounds and adapt to diverse cultural settings. As a result, CQ is not just about promoting students' self-esteem, cultural pride and unity. More importantly, it provides educators with the tools to promote achievement among all students and minorities, in particular. For example, "culturally intelligent" faculty members possess an array of tools to teach anyone in any situation. They are not "color blind" or "culture blind." Rather, they are continually alert to cultural differences in their classes and adapt their teaching as necessary. Culturally intelligent faculty members have the knowledge base to understand how cultural diversity impacts student learning. Equally important, they have the motivation to put this awareness and understanding into practice.*

Bucher lists relevant faculty skills and knowledge that would benefit all students in colleges and universities today.

• **Extensive working knowledge of culture and how it shapes educational experiences**. Culturally intelligent educators are constantly developing their awareness and understanding of cultural dynamics, such as home/community/school differences and how to bridge them. For example, they can better understand and adapt to the strong mistrust shown by some African-American students. Personal life experiences involving racial bias and the historical treatment of minorities in society and its institutions have taught some students of color not to trust white people. While culturally intelligent educators understand the cultural underpinnings of this mistrust, they are not stymied by it.

• **Respect for students' diverse backgrounds and abilities.** Culturally intelligent educators view students' unique and varied backgrounds as assets to nourish rather than as problems or challenges to overcome.

• **Cultural problem-solving ability.** Culturally intelligent educators are confident of their ability to adapt to emerging, diverse and unfamiliar cultural environments and situations. This confidence stems, in part, from their knowledge base, their awareness of diverse perspectives and their continuous commitment to learning more about themselves and others. Their ability to solve problems is reflected in their decisions, comments, nonverbal communication and active listening. To illustrate, cultural intelligence allows faculty members to expand and vary their communication styles and pedagogical approaches to make learning more accessible and meaningful. They situate themselves in the histories and life experiences of their students.

• **Self-assessment**. Culturally intelligent educators focus on their own strengths and weaknesses. They educate reflectively, constantly examining taken-for-granted ideas about teaching, as well as their own personal and professional backgrounds. They reflect on how their behaviors and perceptions are influenced by ethnicity, gender, class, sexual orientation, educational background and professional training. Furthermore, CQ allows educators to examine diverse cultural expectations about learning, what is to be accomplished and how it is to be done—taking into account the influence of various dimensions of cultural diversity.

• **Awareness of the effects of CQ on student achievement.** Culturally intelligent educators know the bottom-line value of their skills, thereby providing the motivation to continue building and refining their competencies in this area. They are well aware of their ability to help close the achievement gap by shaping the climate of their classrooms, offices and institutions.

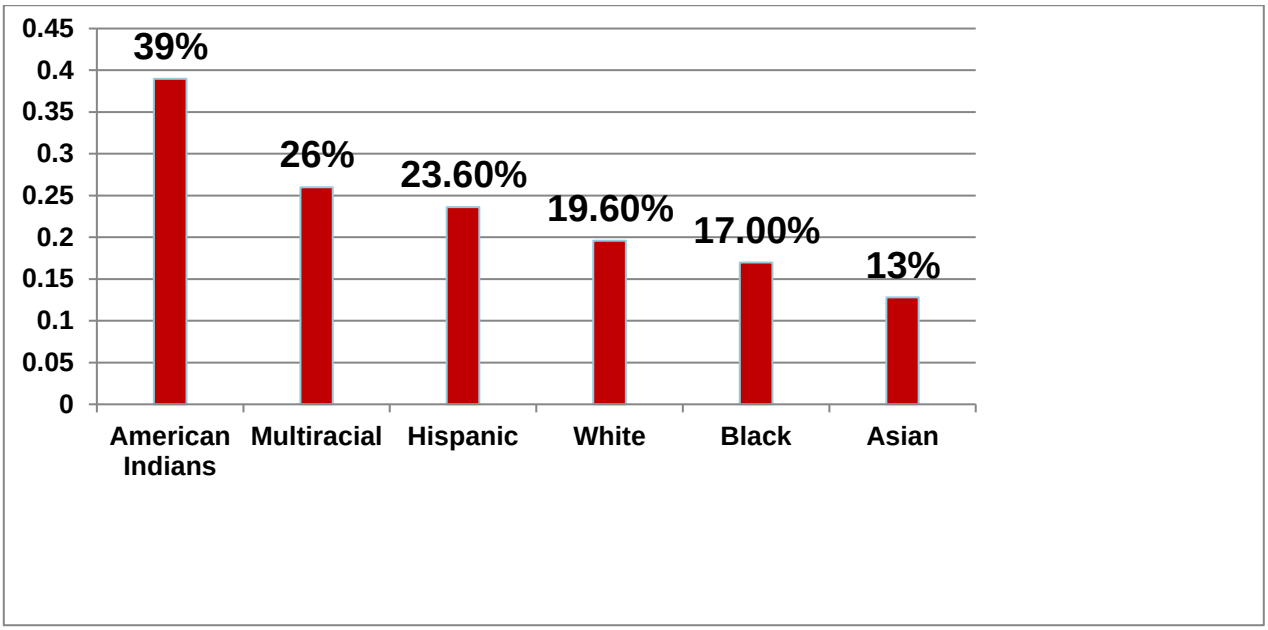
When Butcher wrote these words, community college students were arguably the most culturally and racially diverse in higher education. While this is still the case, all colleges and universities need increasing diversity in their student populations in the years to come if they are to stay viable as educational institutions.

Cultural Competence and Avoiding the "Ivy League" Litmus Test

At present, many students from underrepresented groups find their ways to Ph.Ds. through the more culturally competent and accessible community college network. It is critical, when we are evaluating faculty applicants for our four year colleges and research universities, that we do not apply a "Ivy League - research university only" litmus test noted by Mary Beth Gasman in her comments on the use of the code word "quality" during applicant screening processes. If we are choosing only from among those candidates that attended the most exclusive institutions, we may be eliminating candidates that may have the most experience in culturally competent classrooms.

http://chronicle.com/article/Chart-From-Community-College/63712/?sid=cc&utm_source=cc&utm_medium=en

In 2010, The Chronicle of Higher Education reported that nearly 1 in 5 Americans who earned doctorates in 2008 attended a community college at some point. Community colleges are the gateway to the academy for many scholars from underrepresented groups.



In his 2008 book, Driving Change through Diversity and Globalization: Transformative Leadership in the Academy, James A. Anderson points to the critical need for faculty leadership in reshaping spaces for learning in the academy.

> "Faculty and their work receive a disproportionate amount of attention (*in this book*) because the discussion about diversity and its place in the academy cannot occur without considering the classroom, academic discipline, research, and teaching and learning – period. There is no wiggle room on this one. Faculty are generally familiar with the norms for discourse in their respective disciplines and, to a lesser degree, those about teaching. Yet, even in the most traditional disciplines, students should have the

opportunity for diverse experiences and for linking those experiences to their academic training." (p.4)

In 2010, the American Association of Colleges and Universities (AACU) made similar points in the article "Diversifying the Faculty" by Orlando Taylor, Cheryl Burgan Apprey, George Hill, Loretta McGrann and Jianping Wang, (https://www.aacu.org/publications-research/periodicals/diversifying-faculty). The authors make the point that a "climate for inclusion" is necessary for faculty success in this area.

> *In recent years, several strategies have been employed by colleges and universities to achieve greater faculty diversity. Most of these efforts have focused on increasing the "numbers" of persons from diverse groups on faculties—often by providing attractive financial incentives with mixed results over the long haul. Clearly, the acquisition of a critical mass of individuals from diverse groups is the important first step in achieving faculty diversity.*
>
> *Of course, full faculty diversity requires far more than numbers. In order to achieve true faculty diversity, a climate for inclusion must permeate the entire institution. The "take aways" from our assessment of the current status of faculty diversity include:*
>
> - *One size (strategy) doesn't fit all institutions*
> - *Institutions must match their rhetoric on faculty diversity with action*
> - *Faculty diversity is enhanced by student diversity*
> - *Faculty diversity is enhanced by having explicit policies, infrastructures and a reward system to support it*
> - *Faculty diversity is enhanced by a diverse curriculum and support for research on diversity topics and issues*
> - *While financial support is important, faculty diversity is enhanced by attention to faculty/staff diversity training and campus community preparation for diversity*
> - *While recruitment of diverse faulty is important, mentoring and support leading to promotion and tenure of diverse faculty hires may be more important*
> - *Campus, departmental, and community climate to support faculty diversity is essential for success*

Your Climate, and how it affects recruitment and retention

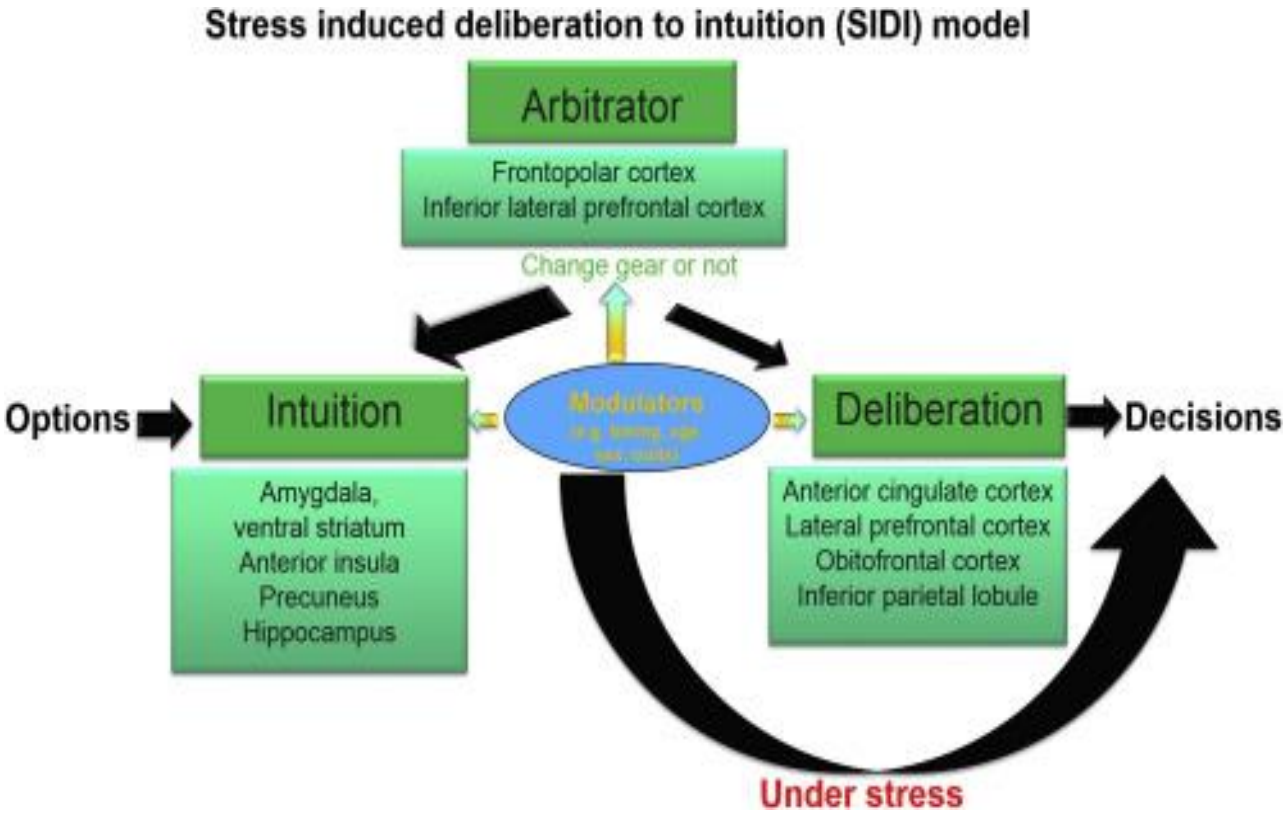
What are some of the indicators that students, faculty, administrators and staff from underrepresented groups are being treated as members of a lower racial caste group by more dominant culture members in our colleges and universities?

- They are treated as not competent to tell their own story. Their "version of events" is doubted if they claim they are being treated unfairly. They are seen as "ungrateful" if they speak up about problems they have experienced in the classroom and/or in the department and institution.
- They are treated as if "diversity" were their job, no matter their age (student in the classroom), professional credentials and areas of professional expertise.
- They are investigated more closely during hiring and/or evaluation processes that others (who are not seen as "different") since they could be "undermining our standards."
- They are not allowed to be angry or upset at being treated badly, both because they are seen as "over reacting" and because "it will make other people feel uncomfortable." They are expected to act "grateful to be here."
- They are treated as the "other" after they are hired, and/or admitted to the school, and always have to prove, over and over again, that they "deserve" their place here.
- If they make a mistake, it is treated as proof that they never should have been hired, or admitted, in the first place.
- No amount of effective academic performance or excellent leadership, teaching, research, or other work is enough to prove, once and for all that they "deserve" to be here.
- No matter their credentials, if they come from a community college, or a college or university <u>not serving a predominantly white population</u>, they are seen as "not one of us" in the hiring process, after they are hired, and/or as they are evaluated. We are seen as "doing them a favor" by admitting or hiring them. We believe we could have admitted or hired "someone more competent." We doubt they are "a good fit." This same kind of treatment by the institution often extends to students and their families who come from underrepresented and underserved groups.
- If they meet all the criteria for good or even excellent work that other, more dominant culture members have to meet, added criteria will ensure that they are always under scrutiny for "not being a good fit at our institution."

THE RESEARCH: Why we need clear and specific hiring strategies and practices to make equitable, bias-free decisions

Why do we need to employ specific and detailed decision-making strategies both to avoid using implicit bias to make decisions during the hiring process, and to identify the knowledge and skills of cultural competence for all applicants?

Research demonstrates that under stress and pressure, we tend to ignore or discard deliberation strategies in favor of intuition, and our intuition is not just guided by our professional experience but also by the implicit bias inherent in the larger culture.



In the abstract summary of his 2016 research article, *Stress potentiates decision biases: A stress induced deliberation-to-intuition (SIDI) model,* Dr. Rongjun Yu, Professor of Psychology at the National University of Singapore, summarized the results of more than 50 research papers examining the effects of stress on decision making. In the abstract to this paper, he writes:

> *Humans often make decisions in stressful situations, for example when the stakes are high and the potential consequences severe, or when the clock is ticking and the task demand is overwhelming. In response, a whole train of biological responses to stress has evolved to allow organisms to make a fight-or-flight response. When under stress, fast and effortless heuristics may dominate over slow and demanding deliberation in making decisions under uncertainty. Here, I review evidence from behavioral studies and neuroimaging research on decision making under stress and propose that stress elicits a switch from an analytic reasoning system to intuitive processes, and predict that this switch is associated with diminished activity in the prefrontal executive control regions and exaggerated activity in subcortical reactive emotion brain areas. Previous studies have shown that when stressed, individuals tend to make more habitual responses than goal-directed choices, be less likely to adjust their initial judgment, and rely more on gut feelings in social situations. It is possible that stress influences the arbitration between the emotion responses in subcortical regions and deliberative processes in the prefrontal cortex, so that final decisions are based on unexamined innate responses. (p.1)*
>
> URL: https://www.sciencedirect.com/science/article/pii/S2352289515300187#fig1

The strategies and practices outlined in this manual are designed to ensure the following:

- Knowledge and skills of cultural competence needed by the person in the position are specifically outlined and evaluated along with other needed knowledge and skills.

- Implicit biases that might influence the candidate evaluation processes are identified, prevented and/or avoided by everyone involved in candidate selection though the use of accountable and document evaluation processes.

- Each hiring process results in attracting and hiring the best culturally competent candidates for the positions.

Communication Considerations for Building Relationships with Culturally Competent Candidates

"Search" is a verb. Convincing a cultural competent candidate to consider applying for a position at your college or university is not just a simple matter of advertising, even if you place your ads where these candidates are most likely to see them. Experience has taught culturally competent candidates that the mere existence of "diversity rhetoric" on your webpages and in your advertisements is no guarantee that your institution is either serious about issues of equity and meaningful inclusion, or would value what experience and skills in this area a candidate would bring to your campus.

A recent article published by the Harvard Business School (May 17, 2017) reports on a study which makes it clear that culturally competent candidates of color are particularly at risk for discrimination in hiring when they apply to an organization which claims to "value diversity."

> ***'Pro-diversity' employers discriminate, too***
>
> *What's worse for minority applicants: When an employer says it values diversity in its job posting by including words like "equal opportunity employer" or "minorities are strongly encouraged to apply," many minority applicants get the false impression that it's safe to reveal their race on their resumes—only to be rejected later.*
>
> *In one study to test whether minorities whiten less often when they apply for jobs with employers that seem diversity-friendly, the researchers asked some participants to craft resumes for jobs that included pro-diversity statements and others to write resumes for jobs that didn't mention diversity.*
>
> *They found minorities were half as likely to whiten their resumes when applying for jobs with employers who said they care about diversity. One black student explained in an interview that with each resume she sent out, she weighed whether to include her involvement in a black student organization: "If the employer is known for like trying to employ more people of color and having like a diversity outreach program, then I would include it because in that sense they're trying to broaden their employees, but if they're not actively trying to reach out to other people of other races, then no, I wouldn't include it."*
>
> ***But these applicants who let their guard down about their race ended up inadvertently hurting their chances of being considered: Employers claiming to be***

pro-diversity discriminated against resumes with racial references just as much as employers who didn't mention diversity at all in their job ads.

"This is a major point of our research—that you are at an even greater risk for discrimination when applying with a pro-diversity employer because you're being more transparent," DeCelles says. "Those companies have the same rate of discrimination, which makes you more vulnerable when you expose yourself to those companies."

DeCelles sees an obvious disconnect between the companies' pro-diversity messages and the actual acceptance of diverse applicants, yet she doesn't believe employers are using these messages as a way to trap and weed out minorities that do apply.

"I don't think it's intended to be a setup," she says. "These organizations are not necessarily all talk when they say they're pro-diversity. Maybe the diversity values are there, but they just haven't been translated from the person who writes the job ad to the person who is screening resumes."

Minorities Who 'Whiten' Job Resumes Get More Interviews
(http://hbswk.hbs.edu/item/minorities-who-whiten-job-resumes-get-more-interviews: last accessed 6/9/2017)

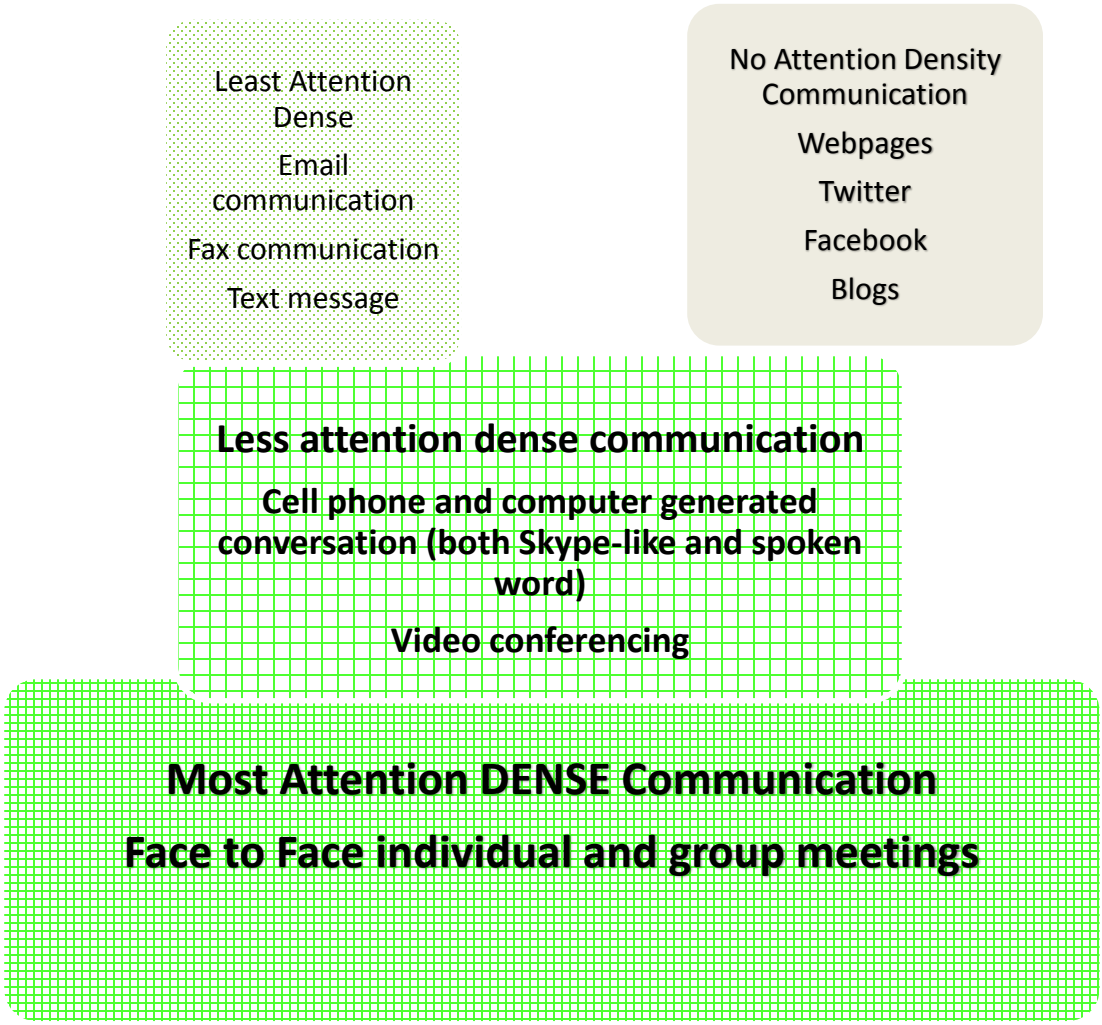
Whether or not your college or university has a good reputation, and/or effective practices for hiring culturally competent faculty, administrators and staff, you will need to consider the fact that the lived experiences of many of these applicants teach them to tread carefully when it comes to believing what you have on your webpages about equity, diversity and inclusion.

In order to stand out among others trying to recruit culturally competent faculty, administrators, and staff, you need to demonstrate serious intent to build a relationship with the potential candidate. You can do this by using "attention dense" communication with applicants.

Technology leader and futurist Linda Stone (http://lindastone.net/) coined the term “continuous partial attention” to refer to our tendency to use technology to be “always connected” in a 24/7 cycle but at the same time never actually giving our full attention to any one person. When we are involved in a hiring process, it is easy to think about in terms of time management, instead of relationship or attention management. Stone makes this point:

> *“Managing time is all about lists, optimization, efficiency, and it’s TACTICAL. Managing attention is all about INTENTION, making choices as to what DOES and DOES NOT get done, and it’s STRATEGIC. Managing time is an action journey. Managing attention is an emotional journey.” (https://lindastone.net/qa/)*

She argues that “attention dense communication,” where we are focusing our full attention on another person, is more likely to result in relationship building and development. The implications of managing our attention in order to attract and build professional relationships with culturally competent candidates can shape best practices in hiring.



- Hiring the best candidate for the position, and convincing him or her to join our department and become a member of our campus community, is about relationship building, particularly when we are seeking to hire a candidate who values and works to develop and practice cultural competencies. To "close the deal" with such a candidate means convincing him or her you are serious in wanting to build, maintain and evolve a respectful, equitable and inclusive campus culture.

- During a hiring process, we have very little actual time to "spend" with each candidate. The more attention density we can build into the process, the more effective both the communication and hiring processes can be in building relationships with the best qualified culturally competent candidates.

- Since most hiring processes now are conducted using online software, we are already at a disadvantage in using a communication tool that lowers the attention density at this stage of the process. Since we are already "once removed," we need to focus our attention on the quality of communications at all stages of the process.

- Whenever and wherever we advertise the position, we still have no attention density in our communication with potential candidates. We need to make sure that our advertising methods, words, and choices let these candidates know something of what we are expecting in the person who will accept the position. These should "tell" the candidate that in seeking to work at your college or university, they will be part of an educational institution which is committed to an equitable and inclusive campus culture. What we set as requirements indicate how important we believe the cultural competence and the related knowledge, experience and skills are for the successful candidate.

- We can add attention density to this process by making sure there is an authorized and knowledgeable person the potential candidate can contact to ask questions about the position. In this way, dense two-way communication can be established during this early stage of the hiring process.

- Our applications processes can go beyond asking for CVs, resumes and the filling out of online forms. We can add a bit of attention density by adding questions, sometimes called **supplemental questions**, to the application process. If we include an effective question about the candidate's culturally competent knowledge, skills and experience in settings related to the position, we let the culturally competent candidate know that we value what he or she will bring to our campus. These questions, as with all supplemental or other interview questions, can be questions about the candidate's past experience in doing something (**retrospective questions**), or questions about how the candidate might handle a given specific situation at our institution if he or she were hired (**prospective questions**).

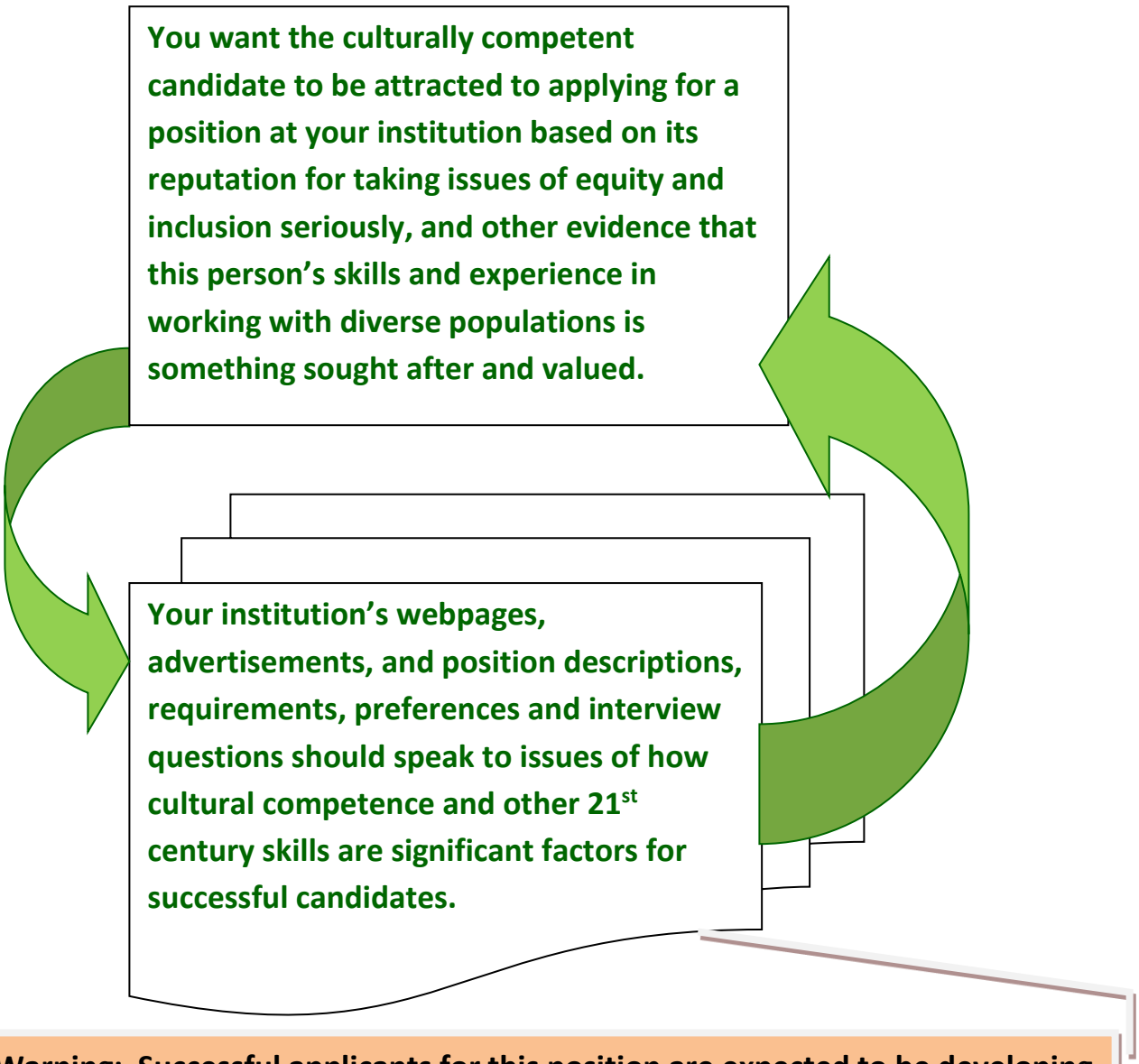
- Communication among search committee members during the process of choosing finalists is enhanced when members are involved in face-to-face, attention dense discussions that allow time for critical thinking to surface and be explored.

- Interviews are best conducted using the most attention dense methods possible. Technology can allow face-to-face communication in person, in a teleconference format, or using Skype or similar technologies. Both search committee members and candidates can more accurately understand each other's responses using these methods. Where these are not possible, extra care needs to be taken to ensure that clarity of communication takes the place of assumptions based on little data.

It is important to remember, when designing and asking questions during a hiring process that **a poor candidate can answer a poor question very well.** In other words, if a question calls for a rote, general answer, almost any candidate can provide that. The answer will be general, and easily open to interpretation based on unconscious bias and preconceived ideas about the candidate on the part of search committee members.

As we begin to examine ways to define and ask about the specific knowledge and skills needed for a person in a given position to carry out his or her responsibilities in ways that increase equitable and inclusive practices at your institution, we will be crafting complex specific questions. These types of questions demonstrate both our seriousness about the subject and the importance of the issues. **Since these questions take time and thought to answer, a best practice is to provide to an applicant a list of the interview question 15 to 30 minutes before his or her interview. This helps communicate to the applicant that we expect some thought to go into the answers, and that we are looking for the applicant's best answer, not just his or her first reaction.**

We want the applicant to know that we are really interested in his or her experience in these areas, and that the specificity of the answers matter in our evaluation process. Specific questions about the candidates experience and expertise on issues and in situations related to cultural competence provide each candidate the opportunity to demonstrate what he or she would add to our department, office and institution. What experiences and expertise does each have dealing with situations where issues of perceived race, color, ethnicity, gender expression and identity, socio-economic status, etc. in the classroom? Having all candidates respond to such questions demonstrates that we are serious about the issues involved.



Warning: Successful applicants for this position are expected to be developing and practicing cultural competence in their teaching, research and other work.

You want the potential candidate who is not culturally competent to notice the emphasis placed on this competence in fulfilling the responsibilities of the position and succeeding at your institution. If this is clear, this candidate will likely NOT apply for the position.

TEMPLATE for Position Specific Identification of the Knowledge and Skills of Cultural Competence Needed to Frame the Candidate Search

Position:

Area of Responsibility:

Consider two hypothetical candidates for this position, <u>one of whom is culturally competent in carrying out this responsibility and one of whom is not</u>. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain	Skill-Building Domain
What would we expect the culturally competent candidate to know and understand that the other candidate would not?	**What would we expect the culturally competent candidate to know how to do that the other candidate would not know how to do?**

NOTES:

EXAMPLE: Cluster hire focused on Sustainability and Equity

OKLAHOMA, NORMAN 73019. The Department of Geography and Environmental Sustainability at the University of Oklahoma (http://geography.ou.edu) invites applications for tenure-track positions at the level of Assistant Professor as part of a cluster focused on Sustainability and Equity. We welcome candidates whose research, teaching and/or service has prepared them to be an integral contributor to advancement of our inclusive and diverse communities.

The University of Oklahoma is committed to achieving a diverse, equitable, and inclusive university community by embracing each person's unique contributions, background, and perspectives. The University recognizes that fostering an inclusive environment for all, with particular attention to the needs of historically marginalized populations, is vital to the pursuit of excellence in all aspects of our institutional mission. This enhances the OU experience for all students, faculty and staff, and for the communities that we engage.

The Mission of the College of Atmospheric and Geographic Sciences is to provide a world-class academic experience that promotes convergent, innovative and inclusive education and research at the intersections of weather, climate, and sustainability. To fulfill our mission, we are dedicated to preparing students for successful careers in the private sector, academia, government agencies, and non-governmental organizations.

This cluster signals the prioritization of transdisciplinary scholarship by the Department and the University and an opportunity for scholars pursuing a convergence approach to address grand challenges. The successful candidates will be dynamic and innovative scholars with a proven record of research and teaching excellence, as well as those with a commitment to contributing to improved diversity, equity, and inclusion, in the following areas:

1) **Environmental Justice and Equity:** We seek a colleague who addresses the convergence of social inequalities and environmental impacts. Research foci could include environmental racism, housing, mobility, poverty, or climate justice and equity. The ideal candidate will be well positioned to work on transdisciplinary teams and conduct publicly engaged research.
2) **Indigenous Geographies in the Americas:** We seek a colleague that connects sovereignty, self-determination or autonomía with environmental, health, water, energy, migration, mobility, or climate change issues. The ideal candidate will be a community-engaged scholar interested in Indigenous ways of knowing, who has the ability and experience to build respectful, collaborative relationships with Native Nations and other Indigenous communities or collectives. Indigenous scholars are particularly encouraged to apply.
3) **Geospatial Data Science:** We seek a colleague that applies advanced geospatial analytics to understand human-environment systems to address issues of resilience and sustainability. We are interested in candidates who use spatial modeling, urban informatics, machine learning/artificial intelligence, or innovative remote sensing. Research foci could include, for example, climate adaptation, land systems and complexity, wildfires, water resources, or infrastructure.
4) **Geographies of Health and Environmental Change:** We seek a colleague who studies the consequences of environmental change for the health of human populations from a geographic perspective. Research foci could include climate and health, emerging infectious diseases, urban

health, health disparities, and One Health approaches that encompass human, animal, and ecosystem health. We are interested in candidates who use quantitative or qualitative techniques, including mixed methods and participatory research, to analyze relationships between health and the environment, project the health impacts of global change, or develop and evaluate strategies for improving public health in changing environments.

Department of Geography and Environmental Sustainability: This cluster signals an investment by the Department as well as the University in sustainability and equity research. The ideal candidates will contribute to transdisciplinary research in our growing and intellectually diverse department. Applicants must possess a PhD in Geography or a related discipline at time of appointment. The successful applicants will be expected to develop a vigorous, independent research program; to teach in the Department of Geography and Environmental Sustainability (the standard teaching responsibility is two classes per semester, with the possibility of reductions); and to contribute to mentorship and advisement for students in our growing graduate program. The Department of Geography and Environmental Sustainability is currently composed of 18 tenure-line faculty with diverse research agendas.

The University of Oklahoma (OU) is a Carnegie-R1 comprehensive public research university known for excellence in teaching, research, and community engagement, serving the educational, cultural, economic and health-care needs of the state, region, and nation from three campuses: Norman, Health Sciences Center in Oklahoma City and the Schusterman Center in Tulsa. OU enrolls over 30,000 students and has more than 2700 full-time faculty members in 21 colleges. In Fall 2019, approximately 23% of OU's freshmen were first-generation students, 33% of all students belonged to a minority race/ethnicity and 6% were international.
We acknowledge that the University of Oklahoma is on the traditional lands of the Caddo Nation and the Wichita & Affiliated Tribes. This land was also once part of the Muscogee Creek and Seminole nations. It also served as a hunting ground, trade exchange point, and migration route for the Apache, Cheyenne, Comanche, Kiowa, and Osage nations. Today, 39 federally-recognized Tribal nations dwell in what is now the State of Oklahoma as a result of settler colonial policies designed to encapsulate and assimilate Indigenous peoples.

Norman is a vibrant university town of around 113,000 inhabitants with a growing entertainment and art scene. With outstanding schools, amenities, and a low cost of living, Norman is a perennial contender on "best place to live" rankings. Visit http://www.ou.edu/flipbook and http://soonerway.ou.edu for more information. Within an easy commute, Oklahoma City features a dynamic economy and outstanding cultural venues adding to the region's growing appeal.

Application Materials Requested: To apply, please submit, all as one single PDF file, a letter of interest indicating clearly the position of interest, *curriculum vitae*, list of three people who can serve as references (with full mailing and e-mail addresses, and telephone numbers), and brief (~2-3 pages) statements of 1) research, 2) teaching, and 3) diversity, equity, and inclusion (DEI) to https://apply.interfolio.com/80719. Any questions should be directed to Dr. Bruce Hoagland <bhoagland@ou.edu>. The research statement should summarize your prior contributions to research and your goals for developing a research program at OU. The teaching statement should summarize past instructional and mentorship experiences, your pedagogical philosophy, and plans/goals for teaching at OU (including existing and proposed courses) and advising a diverse

cohort of undergraduate and graduate students. The DEI statement should summarize your understanding and experience, and outline plans for contributing to diversity, equity, and inclusivity efforts through research, teaching, and/or service.
Screening of applications will begin on December 1, 2020 and will continue until the position is filled.

The University of Oklahoma is an equal opportunity institution. www.ou.edu/eoo.

Position Specific Identification of the Knowledge and Skills of Cultural Competence Needed to Frame this Candidate Search

Position: **Cluster hire focused on Sustainability and Equity**

Area of Responsibility: We welcome candidates whose research, teaching and/or service has prepared them to be an integral contributor to advancement of our inclusive and diverse communities. The successful candidates will be dynamic and innovative scholars with a proven record of research and teaching excellence, as well as those with a commitment to contributing to improved diversity, equity, and inclusion, in the following areas:

1) **Environmental Justice and Equity:** We seek a colleague who addresses the convergence of social inequalities and environmental impacts. Research foci could include environmental racism, housing, mobility, poverty, or climate justice and equity. The ideal candidate will be well positioned to work on transdisciplinary teams and conduct publicly engaged research.
2) **Indigenous Geographies in the Americas:** We seek a colleague that connects sovereignty, self-determination or autonomía with environmental, health, water, energy, migration, mobility, or climate change issues. The ideal candidate will be a community-engaged scholar interested in Indigenous ways of knowing, who has the ability and experience to build respectful, collaborative relationships with Native Nations and other Indigenous communities or collectives. Indigenous scholars are particularly encouraged to apply.
3) **Geospatial Data Science:** We seek a colleague that applies advanced geospatial analytics to understand human-environment systems to address issues of resilience and sustainability. We are interested in candidates who use spatial modeling, urban informatics, machine learning/artificial intelligence, or innovative remote sensing. Research foci could include, for example, climate adaptation, land systems and complexity, wildfires, water resources, or infrastructure.
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Consider two hypothetical candidates for this position, one of whom is culturally competent in carrying out this responsibility and one of whom is not. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain	Skill-Building Domain
What would we expect the culturally competent candidate to know and understand that the other candidate would not?	**What would we expect the culturally competent candidate to know how to do that the other candidate would not know how to do?**

NOTES:

GROUPS 1& 2 POSITION: Full-Time Teaching Fellowships

The University of Oklahoma
Christopher C. Gibbs College of Architecture

The University of Oklahoma (OU) Gibbs College of Architecture seeks candidates to fill three, full-time faculty fellow appointments, starting in August 2021. Two fellowship appointments will be made in Architecture; and one joint fellowship appointment will be made in Architecture/Interior Design. Each appointment is for a two-year term.
These fellowships enable emerging designers and scholars to spend two years immersed in the creative community of the OU Division of Architecture. Successful candidates will be collaborative designers, scholars and teachers prepared to work with interdisciplinary faculty and students in Gibbs College's ranked, fully accredited design programs.
To honor the legacies of three important University of Oklahoma alumni, these fellowships carry the following titles:

- Herb Greene Teaching Fellowship
- Violeta Autumn Teaching Fellowship
- Robert L. Wesley Teaching Fellowship

Fellowship Duties:

Fellows will be given the time and support necessary to develop their creative activities and research, as well as opportunities to grow as teachers. Each fellow is required to teach three courses per academic year, as well as develop a creative project or research agenda to be shared with the OU community through a public lecture or exhibition. Possible areas of investigation may include, but are not limited to: improving diversity, equity and inclusion in design practice and pedagogy; housing; resilience; community design; real estate; and building technology. Fellows with an interest in architectural history will also have access to the incredible body of work produced by the architects of the American School, now housed in the OU Libraries American School Archive.

Required Qualifications at the Time of Hire:

- At least one degree held by the candidate must be in architecture, interior design, landscape architecture, urban design, or other related design discipline
- Experience working in an architecture office, design firm or evidence of an emerging research agenda
- Ability to teach a design studio in architecture and/or interior design
- Ability to thrive in a collegial and collaborative working environment

Preferred Qualifications:

- Demonstrated potential for successful peer-reviewed research, competition awards, or design awards
- Evidence of innovative teaching strategies in architecture and/or interior design studios, including, but not limited to, community engagement and inclusive design projects

- Professional registration/licensure in architecture or interior design or a Ph.D. in architecture or a related field

Application Instructions:

Please submit one package to be considered for all three fellowship positions. Interested candidates should submit the following materials in a single PDF via Interfolio as soon as possible:

- Cover letter which highlights relevant experiences and accomplishments, works in progress, or proposed work, teaching philosophy, research intent, and service interests
- Current curriculum vitae
- Full contact information for two professional references (please indicate if these are to remain confidential)
- Digital portfolio of teaching, research and professional/creative activity (max. 20 pages)

Application Review:

Review of applications will begin on January 4th, 2021 and continue until the positions are filled. For questions, please contact Camille Germany, germany@ou.edu.

About the Fellowships:

These fellowships pay tribute to the contributions of OU alumni Herb Greene, Violeta Autumn, and Robert L. Wesley; their years at OU during the American School period were formative ones in which they grew as designers. Through these fellowship opportunities, we aspire to provide the same fertile conditions for growth and development to today's emerging designers and scholars.

Herb Greene, *Prairie House,* Norman, Ok, 1961. Photo: Bob Bowlby

About Herb Greene:

Herb Greene (b. 1929) was drawn to the University of Oklahoma by the promise of studying architecture with Bruce Goff. Greene left Syracuse University destined for Oklahoma in 1948, where he quickly emerged as one of the most talented designers. Goff, however, did not encourage imitation by his students; rather he challenged each

student to develop their own unique identity as designers. Greene embraced this philosophy and developed his own radially creative approach to design evident in projects such as his 1961 Prairie House (pictured above). Greene also emerged as a gifted teacher known for being able to coax the very best work out of his own students. After graduating and spending time in practice, Greene returned to OU in 1957 to join the faculty. A generation of inspired architects were fortunate to have Greene as their teacher and mentor.

About Violeta Autumn:
Violeta Autumn nee Eidelman (1930-2012) was born in Peru. Autumn studied architecture with Bruce Goff at the University of Oklahoma, where she embraced an organic approach to design. Autumn practiced architecture and served as a community leader in the San Francisco Bay Area. She partnered with fellow Oklahoma architecture graduate John Marsh Davis to found the award-winning firm Davis-Autumn & Associates. She designed her own home in Sausalito, California, which was featured in *Progressive Architecture* magazine and *Look* magazine. Autumn served her local community in many capacities including on the Planning Commission and as a City Councilwoman. She was also an artist and cookbook author.

About Robert L. Wesley:
A native of Memphis, Tennessee, Robert L. Wesley received his Bachelor of Architecture (1962) and Master of Architecture (1963) from the University of Oklahoma, where he was the first Black graduate of the OU architecture program. Wesley joined the Chicago office of Skidmore, Owings & Merrill (SOM) in 1964 and became its first Black partner in 1984. During his nearly four decades with the Chicago office of SOM, he worked on an impressive range of civic, educational, commercial, master planning and infrastructure projects located in the US and internationally, including Algeria, Australia, Canada, Mexico and the UK. Among his major urban Chicago projects, Wesley worked on included The Art Institute of Chicago, Field Museum of Natural History, Chicago Symphony Hall, Chicago Lyric Opera House, University of Chicago, Northwestern University, Chicago Lakefront Millennium Park, O'Hare International Airport and Collateral Land Planning, Chicago Transit Authority and the Chicago International Entertainment District.

Gibbs College's Culture of Excellence:
The Gibbs College of Architecture at the University of Oklahoma, whose oldest program was established in 1916, supports a future in which all communities are designed for resiliency and empowered to maximize their social, economic and environmental well-being. Gibbs College educates more than 650 students through undergraduate, master's, and doctoral programs across seven academic units in Architecture, Construction Science, Environmental Design,

Interior Design, Landscape Architecture, Urban Design and Regional and City Planning. For more information about our programs, please visit gibbs.ou.edu. To read the latest news from Gibbs College, check out our blog, gibbs.oucreate.com/home.

About the University of Oklahoma:
The University of Oklahoma (OU) is a Carnegie-R1 comprehensive public research university known for excellence in teaching, research, and community engagement, serving the educational, cultural, economic and health-care needs of the state, region, and nation from three campuses: Norman, Health Sciences Center in Oklahoma City and the Schusterman Center in Tulsa. OU enrolls over 30,000 students and has more than 2700 full-time faculty members in 21 colleges.
In 2014, OU became the first public institution ever to rank #1 nationally in the recruitment of National Merit Scholars, with 311 scholars. The 277-acre Research Campus in Norman was named the No.1 research campus in the nation by the Association of Research Parks in 2013. Norman is a culturally rich and vibrant town located just south of Oklahoma City. With outstanding schools, amenities, and a low cost of living, Norman is a perennial contender on the "Best Places to Live" rankings. Visit soonerway.ou.edu for more information.

Our Commitment to Equity, Diversity & Belonging:
These positions reflect a renewed commitment by the Gibbs College of Architecture to emphasize issues of social justice and inclusion related to communities of color and indigenous groups in scholarship, teaching, and professional practice. The Gibbs College of Architecture has committed ourselves to recruiting faculty and students from underrepresented identities and is dedicated to creating a welcoming environment for all. Candidates who share and contribute to this commitment are strongly encouraged to apply, including those from underrepresented identities and/or with experiences working with underrepresented communities. Please see "Our Commitment to Equity, Diversity + Belonging statement" to learn more (link).

Equal Employment Opportunity Statement:
The University of Oklahoma is an EO/Affirmative Action institution (http://www.ou.edu/eoo/). Individuals with disabilities and protected veterans are encouraged to apply. The University of Oklahoma, in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides.

Land Acknowledgement:

The University of Oklahoma is on the traditional lands of the Caddo Nation and the Wichita & Affiliated Tribes. This land was also once part of the Muscogee Creek and Seminole nations. It also served as a hunting ground, trade exchange point, and migration route for the Apache, Cheyenne, Comanche, Kiowa, and Osage nations. Today, 39 federally recognized Tribal nations dwell in what is now the State of Oklahoma as a result of settler colonial policies designed to confine and forcefully assimilate Indigenous peoples. *Read our full land acknowledgement (link).*

Position Specific Identification of the Knowledge and Skills of Cultural Competence Needed to Frame this Candidate Search

Position: **Full-Time Teaching Fellowships**

Area of Responsibility: Two fellowship appointments will be made in Architecture; and one joint fellowship appointment will be made in Architecture/Interior Design. Each appointment is for a two-year term. These fellowships enable emerging designers and scholars to spend two years immersed in the creative community of the OU Division of Architecture. Successful candidates will be collaborative designers, scholars and teachers prepared to work with interdisciplinary faculty and students in Gibbs College's ranked, fully accredited design programs.
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Consider two hypothetical candidates for this position, <u>one of whom is culturally competent in carrying out this responsibility and one of whom is not</u>. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain	Skill-Building Domain
What would we expect the culturally competent candidate to know and understand that the other candidate would not?	**What would we expect the culturally competent candidate to know how to do that the other candidate would not know how to do?**

NOTES:

GROUPS 3 & 4 POSITION: Advanced Assistant or Associate Professor in Science Education

University of Oklahoma Norman Campus: Jeannine Rainbolt College of Education: Department of Instructional Leadership and Academic Curriculum

Location

Norman, OK

Open Date

Nov 30, 2020

Description

The Department of Instructional Leadership and Academic Curriculum in the Jeannine Rainbolt College of Education at the University of Oklahoma-Norman Campus is pleased to invite passionate, creative, innovative, dynamic individuals with practical and scholarly experience to be part of a robust program and academic community. We are seeking nominations and application for a full-time (nine-month), tenure-track, advanced assistant or associate professor position in science education with a secondary emphasis. We seek candidates who are devoted to the improvement of science teaching and learning in the secondary grades, who are well-grounded in current theories of science education and the Next Generation Science Standards, and who are committed to continuing a research agenda in science education.

The John W. Renner Science Education Center's mission is to continue to be at the forefront of science education research while preparing teachers and professionals for lasting scholarly work and personal development in order to improve upon science education for all students. Program faculty use the Center as leverage to attract and support outstanding graduate students in their research and professional development as well as to attract and prepare science teachers of all levels to meet the proclaimed state and national teacher shortage area in science. https://www.ou.edu/education/centers-and-partnerships/science-education-center

The responsibilities of the position consist of but are not limited to teaching courses primarily in secondary science education and other related undergraduate and graduate level courses each regular semester with opportunities to teach during the summer months; advising and mentoring graduate students and directing master's theses with potential for directing doctoral dissertations; assisting in program coordination in collaboration with program faculty; mentoring part-time instructors in science education; developing or continuing a productive research agenda in science education; seeking external funding to support research, teaching, and service activities in science education; providing service to the department, college, university, and profession; continuing current relationships with centers and other colleges and departments across the university as well as with local PK-12 school districts throughout the metropolitan area and developing future partnerships with other formal and informal learning institutions; and participating in other activities as appropriate.

Rank and Area of Specialization: Advanced Assistant or Associate Professor in Science Education with secondary emphasis

Qualifications

Required Qualifications: Include an earned doctorate in science education or curriculum and instruction with a focus on science or closely related field from an accredited university; at least three years' experience of teaching science in public and/or private US schools in grades PK-

12; demonstrated ability to conduct research and make scholarly contributions to the field of science education through curriculum development, research, publications, and presentations at national and international meetings.

Desired Qualifications: Include strong academic background in science; experience teaching science in grades 6-12; eligible for state licensure in education in grades 6-12; well-grounded in current theories of science education and the Next Generation Science Standards; experience teaching courses in secondary science education at the undergraduate and graduate levels; teaching or research experience in physical sciences; familiarity with current teacher accountability requirements and best practices in secondary science education; demonstrated commitment to working towards equity and justice in science education; ability to integrate technology into instruction to align with current and future JRCOE technology initiatives; demonstrated ability or capacity to obtain external funding in science education; experience in advising and/or mentoring undergraduate and graduate students in science education teacher preparation and science education research; and experience working with on-campus student organizations.

We seek candidates who will provide inspiration and leadership in research and actively contribute to effective teaching. We are especially interested in candidates who can contribute, through their teaching, research, and service, to the diversity and excellence of the academic community and who will build collaborative ties with other departments within the Jeannine Rainbolt College of Education and the University.

Application Instructions

Application Process: Applicants should refer to https://apply.interfolio.com/81377 and submit a letter of application, current curriculum vitae, statement of teaching philosophy, statement of research interests, a list of names and contact information (telephone numbers and email addresses) of at least three professional references in addition to three confidential letters of recommendation, unofficial undergraduate and graduate transcripts (must have official transcripts if invited for interview), evidence of effective teaching at the collegiate level, and up to three samples of professional writings. Candidates invited for a campus interview will be expected to interact with current graduate and undergraduate students and make a presentation on their research agenda.

Review of completed applications will begin on January 18, 2021 and continue until the position is filled. Starting date is August 15, 2021. **For Additional Information:** For administrative questions please contact ILAC assistant to the chair, Trudy Rhodes tbrhodes@ou.edu 405-325-1525; or search committee chair, Kelly Feille feille@ou.edu.

Equal Employment Opportunity Statement

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides.

Position Specific Identification of the Knowledge and Skills of Cultural Competence Needed to Frame this Candidate Search

Position: **Advanced Assistant or Associate Professor in Science Education**

Area of Responsibility: We seek candidates who are devoted to the improvement of science teaching and learning in the secondary grades, who are well-grounded in current theories of science education and the Next Generation Science Standards, and who are committed to continuing a research agenda in science education. (see **NOTES**)

We seek candidates who will provide inspiration and leadership in research and actively contribute to effective teaching. We are especially interested in candidates who can contribute, through their teaching, research, and service, to the diversity and excellence of the academic community and who will build collaborative ties with other departments within the Jeannine Rainbolt College of Education and the University.

NOTES: The Next Generation Science Standards (NGSS) build on the National Research Council's consensus reports which consistently highlight that, when provided with equitable learning opportunities, students from diverse backgrounds are capable of engaging in scientific practices and constructing meaning in both science classrooms and informal settings.

As vividly outlined in NGSS Appendix D, those student groups that have been traditionally underserved in science education deserve opportunities to become scientifically literate through a comprehensive understanding of science over time. …

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities
- English language learners
- Girls
- Students in alternative education
- Gifted and talented students

Consider two hypothetical candidates for this position, one of whom is culturally competent in carrying out this responsibility and one of whom is not. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain	Skill-Building Domain
What would we expect the culturally competent candidate to know and understand that the other candidate would not?	**What would we expect the culturally competent candidate to know how to do that the other candidate would not know how to do?**

NOTES

GROUPS 5 & 6 POSITION: Assistant or Associate Professor of Critical Studies in Education

University of Oklahoma Norman Campus: Jeannine Rainbolt College of Education: Department of Educational Leadership and Policy Studies

Location

Norman, OK

Open Date

Dec 2, 2020

Description

The Department of Educational Leadership and Policy Studies in the Jeannine Rainbolt College of Education at the University of Oklahoma invites applications for two full-time tenure/tenure-track positions (Assistant or Associate Professor) in the area of Critical Studies in Education. We seek candidates who study education, formal and/or informal, through inter/trans-disciplinary critical sociological, philosophical, historical, political, and/or cultural perspectives. We are particularly interested in hiring colleagues whose scholarship engages the transformational capacities of education for the least-advantaged youth and communities, and help our department grow our focus and reach in preparing future educational leaders to transform educational systems and larger social orders.

The University of Oklahoma (OU) is a Carnegie-R1 comprehensive public research university known for excellence in teaching, research, and community engagement, serving the educational, cultural, economic and health-care needs of the state, region, and nation from three campuses: Norman, Health Sciences Center in Oklahoma City and the Schusterman Center in Tulsa. OU enrolls over 30,000 students and has more than 2,700 full-time faculty members offering nearly 500 different graduate and undergraduate degree programs on three campuses (Norman, Oklahoma City, and Tulsa).

The University of Oklahoma is located in the heart of Norman, OK. OU resides on the traditional homelands of the Wichita & Affiliated Tribes and Caddo Nation. This land also served as a site of gathering and exchange for the Apache, Comanche, Kiowa, and Osage nations. Today, 39 Tribal Nations reside in the State of Oklahoma. Norman is a close-knit and vibrant community and is consistently a contender on “best place to live” rankings with outstanding schools, amenities, a low cost of living, small town charm, and a variety of recreational opportunities. Within an easy commute, Oklahoma City features a dynamic economy and outstanding cultural venues adding to the region’s growing appeal.

Qualifications

Required Qualifications: The successful candidates will possess an earned doctorate in Educational Foundations, Educational Leadership, Educational Policy, Higher Education, or other applicable disciplines and fields. They should have a commitment to teaching, research, and public service activities appropriate to an assistant, advanced assistant, or associate professor at a research-intensive institution; a willingness and ability to work with graduate students, faculty colleagues, and local school communities; able to teach across departmental programs (Educational Studies, Adult & Higher Education, and Education Administration & Curriculum Supervision); advise and mentor graduate students; as well as a demonstrated commitment to diversity, equity, and inclusion.

Preferred Qualifications: We seek candidates who bring a critical understanding of structural oppression in educational and social institutions and who engage in teaching, research, professional and/or public service that promotes diversity, equity, and justice. We are particularly interested in scholars whose intellectual traditions are grounded in the following areas:

1. Queer, Trans, and/or Sexualities Studies in Education as intersecting with anti-racism/oppression in education, critical race theory, ethnic studies, queer studies, diaspora/migration/immigration studies, disability studies, or decolonial studies in education.

2. Critical Policy Studies in Education as intersecting with anti-racism, anti-oppression, equity, and justice in education.

Application Instructions
Application review will begin January 15, 2021 and continue until the position is filled. The position is a 9-month position and is expected to begin August of 2021. Applicants must submit a letter of application, a current CV, a research statement summarizing previous and future scholarly engagement, and names and contact information for three references. Letters of application should address interest in this position and describe how the candidate's qualifications and experiences match the specified responsibilities, required, and preferred qualifications. OU is using Interfolio to conduct this search. All application materials should be submitted electronically through Interfolio using the following link: https://apply.interfolio.com/81529.

Questions may be directed to:

Dr. Curt Adams or Dr. Mirelsie Velázquez, Search Committee Co-Chairs

Email: cadams@ou.edu or mirelsie.velazquez@ou.edu

Equal Employment Opportunity Statement
The University of Oklahoma, in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides.

Position Specific Identification of the Knowledge and Skills of Cultural Competence Needed to Frame this Candidate Search

Position: **Assistant or Associate Professor of Critical Studies in Education**

Area of Responsibility:

We seek candidates who study education, formal and/or informal, through inter/trans-disciplinary critical sociological, philosophical, historical, political, and/or cultural perspectives. We are particularly interested in hiring colleagues whose scholarship engages the transformational capacities of education for the least-advantaged youth and communities, and help our department grow our focus and reach in preparing future educational leaders to transform educational systems and larger social orders.

Required Qualifications:

They should have a commitment to teaching, research, and public service activities appropriate to an assistant, advanced assistant, or associate professor at a research-intensive institution; a willingness and ability to work with graduate students, faculty colleagues, and local school communities; able to teach across departmental programs (Educational Studies, Adult & Higher Education, and Education Administration & Curriculum Supervision); advise and mentor graduate students; as well as a demonstrated commitment to diversity, equity, and inclusion.

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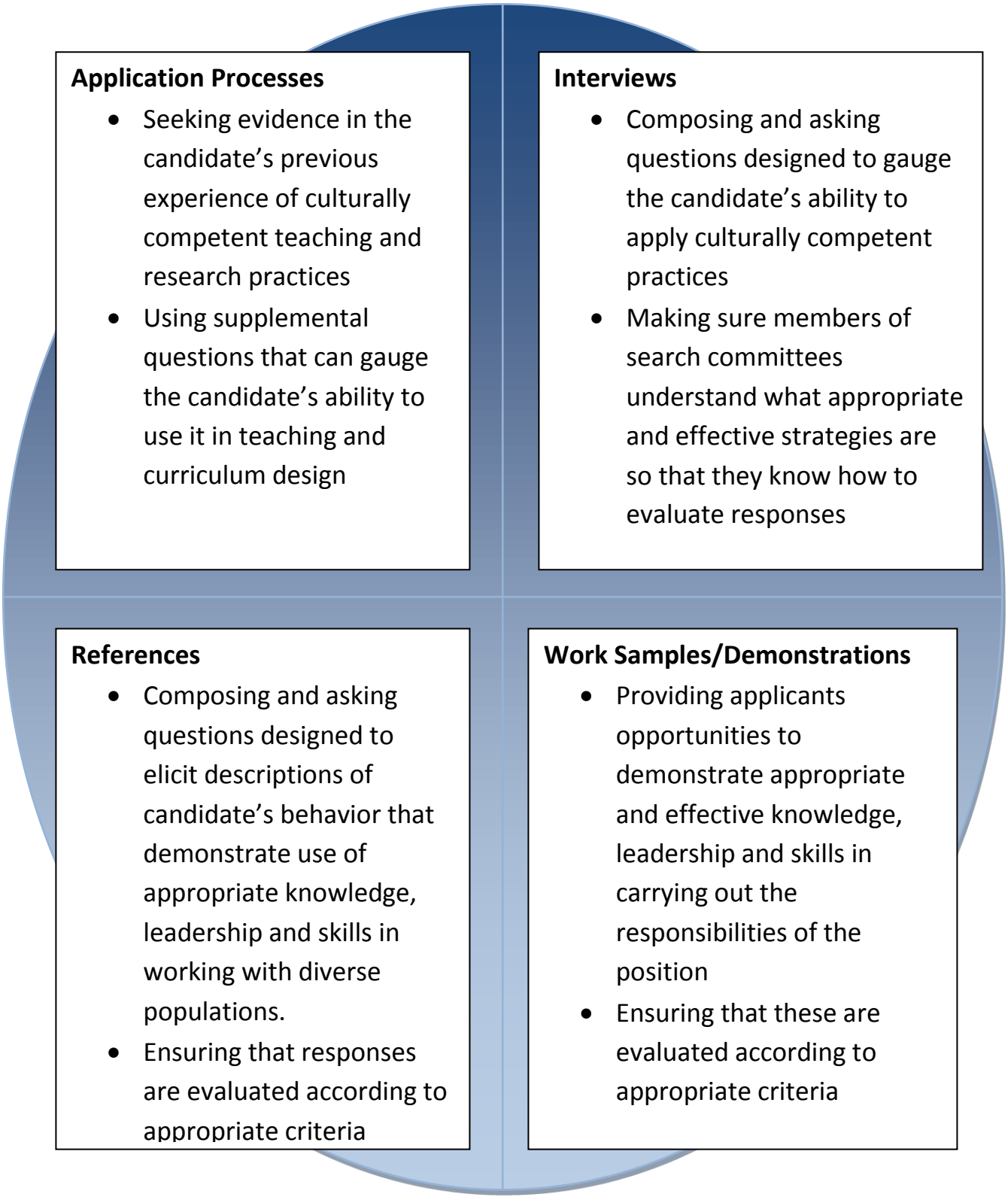
2. Critical Policy Studies in Education as intersecting with anti-racism, anti-oppression, equity, and justice in education.

Consider two hypothetical candidates for this position, one of whom is culturally competent in carrying out this responsibility and one of whom is not. Can we describe the differences in knowledge (the cognitive domain) and skills that these two candidates would possess as they relate to this area?

Cognitive Domain	Skill-Building Domain
What would we expect the culturally competent candidate to know and understand that the other candidate would not?	**What would we expect the culturally competent candidate to know how to do that the other candidate would not know how to do?**

NOTES:

Some Opportunities to Assess Cultural Competence during the Hiring Process



Critical Points and Best Practices

- **Use the application process as an opportunity to ask the candidates to answer one or more critical questions focused on key understandings, applied knowledge and skills.**

  This practice accomplishes two important goals:

  - **It allows the search committee to gain needed insights and information about the candidates' skills and experience based in the actual needs of the position.**
  - **It also communicates to potential candidates that the school is serious in seeking a culturally competent, anti-racist, equity-minded new member of the campus community.**

SAMPLE Application Question for faculty position

Our University has a continuing commitment to building cultural competence for all our members and ensuring racial equity and meaningful inclusion in our classrooms, collaborations and academic work. You can see this reflected in our (mission, values, equity and inclusion statements and strategic plans, etc.). [provide links to texts of the relevant documents.]

The successful candidate for this faculty position will have the experiences, knowledge and skills to build their research, pedagogy and curriculum in ways that reflect and enhance this commitment. Using the job announcement for this position, please list at least five areas of responsibility you see as directly related to fulfilling this promise, and explain, in each case, how your past education and teaching experiences, and resulting knowledge and skills, have prepared you to do this work.

- Remember that you are seeking questions to use that are likely to yield, in candidate answers, information about specific knowledge application and skills, relevant to the position and to cultural competence. While information about their commitments, beliefs and values is interesting, they are not evidence, by themselves, of the existence of these knowledge and skill sets. Candidate answers need to provide comparable data so you can evaluate candidates' different levels of knowledge and skills in cultural competence, relevant to the position.

- As we begin to examine ways to define and ask about the specific knowledge and skills needed for a person in a given position to carry out job responsibilities in ways that increase equitable and inclusive practices in your school, we will be crafting complex specific questions. These types of questions demonstrate to candidates, as well as to members of the search committee, and to members of the larger communities we serve, both our seriousness about the subject and the importance of the issues.

- The length of the questions should never be determined by the length of the interview. The questions to be asked should be determined first. After all the questions are identified and discussed to ensure that search committee members know why we are asking what we are asking, interview times should be set based on how long it should take a reasonably competent candidate to thoroughly answer all the questions.

- Since complex and effective questions take time and thought to answer, a best practice is to provide the applicant a list of the interview question 30 minutes before their interview. This helps communicate to the applicant that we expect some thought to go into the answers, and that we are looking for the applicant's best answer, not just their first reaction, to the question.

- We want the applicant to know that we are really interested in his or her experience in these areas, and that the specificity of the answers matters in our evaluation process. Specific questions about the candidate's professional experience and expertise on issues and in situations related to the position and cultural competence provide each candidate the opportunity to demonstrate what they would bring to your classrooms, research priorities, departments and institution.

Some questions help us identify candidates' knowledge and skills in cultural competence. Some do not. Here is an assortment, with varying levels of effectiveness.

1. **How would you define a diverse group of faculty, staff and students?**

2. **What is the importance of considering diversity as a factor when working with students?**

3. **Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?**

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

5. **How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?**

6. **What student experiences have helped you understand what is needed to improve educational equity?**

7. **Explain how your own experiences in education have helped shape your beliefs about educational equity.**

8. **Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?**

9. **What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?**

10. **Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?**

Small Group Task:

Please look at the list of questions above and choose at least three that you think will be most effective in helping your group compare the applied knowledge and skills in cultural competence for two finalists for a faculty position.

Each group will be reading the interviews of two faculty finalist candidates.

- **Groups 1 & 2: Faculty Finalist Candidate Interviews –**
  Mia Mak (pp. 83-89) and Deanna James (pp. 90-101)

- **Groups 3 & 4: Faculty Finalist Candidate Interviews –**
  Gregory Garsa (pp. 103-113) and John Franklin (pp. 114-120)

- **Groups 5 & 6: Faculty Finalist Candidate Interviews –**
  Kathreen Brown (pp. 121-127) and Sarah Livingstone-Funani (pp. 128-138)

Start by comparing the answers for your two faculty finalists to your three "most effective" questions.

At this point, as a group, discuss which of your two candidates you see as more culturally competent and why you would choose that candidate. Please choose a member of the group to report your results.

If you reach this point before your small group time is up, feel free to examine your candidates' answers to the other questions.

GROUPS 1&2

University of Oklahoma faculty interviews: Finalists Mia Mak and Deanna James

Mia Mak

BA, MA – UCLA
Ph.D. – UC Berkeley
3 years teaching – UC Santa Barbara

From Mia Mak's cover letter:

"My partner recently accepted a position at Chesapeake Energy in Oklahoma City. I am very interested in a tenure track position at the University of Oklahoma. While my partner's interest has always been in engineering, mine is in research and teaching at a research university. I come from the extensive University of California system, and believe I would enjoy the environment at OU."

Mia Mak – Questions and Answers

1. How would you define a diverse group of faculty, staff and students?

Faculty, staff or students can be diverse in their races, ethnicities, languages, family backgrounds, genders and gender identities, ages, experiences --- really, when you think about it, we are all diverse, and no two of us are alike. I think at colleges and universities we need to realize that students come to us expecting an education, and we need to have the best prepared faculty to provide that. We need to have the best prepared students to take advantage of all the important work that needs to be done. And we need to have the most skilled staff to make all of that work. So our abilities and motivations matter more than our differences.

Mia Mak – Questions and Answers

2. What is the importance of considering diversity as a factor when working with students?

I believe you must consider the different levels of preparations of your students. Not everyone has the aptitude or correct preparation to study at a college level. We always hope that students in our classes have all the background and education they need to take full advantage of what we are teaching. When that is not the case, we all have to work a little harder. I think it is important that we give students honest feedback about their work, and do our best to make sure they can get the help they need.

Mia Mak – Questions and Answers

3. **Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias.**

I really can't think of a way I have changed my approach to research or teaching based on these factors. I know we have to be aware of the demographics of the populations that are the subjects of our research. And I am certainly in favor of involving more diversity in research as long as we are maintaining the standards we need for excellence. In research universities, we cannot make up for the problems in our K-12 systems. We do have a responsibility to see that our brightest students get all the opportunities they need to succeed.

Mia Mak – Questions and Answers

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

The first example I would use was a class at UC Santa Barbara last year that had a number of returning veterans in it. I had had veterans in class before but this time about a third of the class was made up of returning veterans. These men were extremely organized but they had trouble working independently without a lot of direction. I held extra office hours, organized a bit around their work schedules, so that they could get some extra direction. They just needed to ask more questions before they would do an assignment. And that seemed to work for them. They all did well in the class. And they worked very hard to do that. Up until that point, I had not really thought about the fact that their lives had depended in many cases on following exactly what they were told to do, and that some of my directions seemed a bit vague to them. I think this would help me at the University of Oklahoma because I am sure you have returning veterans as well.

A second example would be a class I had where I had several African American and several Latino students. I was used to having mostly white students in class along with Asian students in this particular class. I think that I underestimated the African American and Latino students at the beginning, but when I actually paid attention to how their assignments were being done, there was only one who was really unprepared for the coursework. It was early enough in the term for the student to drop the class. Normally, I would have suggested this to a student, and

would have made it clear that a certain level of performance was necessary to succeed in the class. In this class, I recognized that the student might feel like he was doubling failing if I suggested this and his friends in class found out. I met with the student several times to see if we could figure out a way for him to catch up. Ultimately, I arranged for some tutoring with another student in class. He did manage to pass the course. I don't think I would always be able to do that, if it were a large number of students who were unprepared, but in this class I learned that the extra effort was worth it to the student. So now I pay more attention to someone I might classify as "unprepared" and start thinking about what services might be available or arranged for the student. I am sure this will be useful at the University of Oklahoma.

Mia Mak – Questions and Answers

5. How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?

You know, I don't believe that students need to understand everything that goes on in a class. They don't have the overall sense of what I am paying attention to and they don't have the background in my field to have a perspective on what needs to be covered in a college level course. I sometimes think that we try to explain too much about what we are doing. If I am trying to help a particular student, that is between me and that student, and is not the business of other students in the course. And honestly, I have never had a student criticize what I was doing in class on that basis. I have had students who thought the work I was assigning was too difficult, but often these were students who were not well prepared to take the class. Of course, if I thought that something I was doing in class needed an explanation, I would certainly provide one. And I would do that for a colleague, too. In my experience, a colleague will come to me about something I have done in class because he or she has heard something from a student. And, of course, often what the person has heard from a student is based on incorrect or incomplete information. I have found that explaining what actually happened in class usually takes care of the colleague's concerns. I have always had good relationships with my department heads, and it would seem to me to be unprofessional for a department head to intrude into what I was doing in the classroom unless there had been actual complaint. Again, I think if this happened, it would just be based on a misunderstanding, and could be cleared up easily with a conversation.

Mia Mak – Questions and Answers

6. What student experiences have helped you understand what is needed to improve educational equity?

In my experience, I have had students who did not have very good preparation for college, who worked very hard and succeeded. I have also had students who had a lot of advantages coming into college who clearly seemed to decide that they didn't need to work to succeed. Sometimes they pass and sometimes they don't, but in my opinion they don't really learn anything. Berkeley is very competitive environment, and everyone needs to work hard to do well.

I do think all students should be able to get a high quality K-12 education. And I know that that is not always the case now. Still, as faculty, we have to do our best to teach our students. We can't make up for years of neglect in one class. And we can't slow the whole group down because one student is not prepared. We must do everything we can, of course, to assist those students who are making their best efforts to succeed.

Mia Mak – Questions and Answers

7. Explain how your own experiences in education have helped shape your beliefs about educational equity.

My parents emphasized the importance of studying hard and doing well. We went to good schools, but my parents insisted that we put in extra work to be the best we could. I didn't really appreciate this until I got into UCLA and was in class with lots of students who had been raised the same way. There was a lot of pressure and we all had to work hard, but I can't imagine making it through if I hadn't had that early training from my parents. So when we talk about educational equity, in my experience, it starts in the home. No school can make up all the differences if the home environment is one where no one is encouraged to learn, and learning is not valued. I think sometimes we ask the K-12 school system to do more than is ever possible.

Mia Mak – Questions and Answers

8. Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?

Well, certainly, the longer I have taught, the more I realize that we need to be clearer with students about what level of education is appropriate for them. Just like all students cannot go to graduate school because they are not prepared for graduate level work, some students did not get the preparation they need in K-12 to handle courses at a college or university level. I now understand better where community colleges play a role, and I believe that some students who want to get a college education need to start there. I believe community colleges are very useful for those students who need to make up for deficits in their K-12 education, and that those colleges can sometimes pave the way for a student to attend a university.

Mia Mak – Questions and Answers

9. What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?

Well, of course, we need to be excellent in our discipline. We need to be current with the research, and we need to be contributing to that research with relevant studies. These are the bases of anything we teach.

Then we need to be prepared to give students critical feedback about their learning. We have to do appropriate testing to determine this. Students are in school to learn, and we need to do everything we can to help them understand their progress.

I also think we should make sure we are familiar with the services available to students who may not be doing well. What tutoring or other academic help is available both in the college and outside of it? In my experience, many students need extra help, and we seldom have time to provide that during class.

I find that it is important to follow-up with students after suggesting that they get help to find out whether they have actually done that. It is their responsibility to take the help that is offered. As one faculty member teaching several classes, I can give some help, but I know I can't do it all. If we try to do more than we have time for, we mislead students, and that is not fair to them, or the other students in our classes.

Mia Mak – Questions and Answers

10. Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?

Of course, there is a rich Mexican heritage in California, and every year at UCSB I saw more Hispanic students on campus. Sometimes these students needed extra help to work effectively with my curriculum. I did not want to lower the standards in my classroom and even when I invited students to come and talk to me during office hours, those most in need of help often did not come. At first I thought that this was because of the language barrier, since it was apparent that for some students, English was not their first language. For most of these students, too, they had not had a class with me before and may have been uncertain how I would react to them coming to talk with me. After one particular quarter teaching in this situation, when many Hispanic students failed my course, I went to talk with academic advising and found out that some of the students who had failed had also never seen an advisor. I learned the importance of making sure that these and other students did connect with academic advisors and tutors as early as possible. This led me to build in some assessment assignments at the beginning of the semester to make sure these students who might struggle with the material were identified and got the support each needed outside my classroom.

Another example comes from my experience working with the diversity of the Chinese community at UCSB. I was a faculty advisor to one of the ethnic student clubs focused on Chinese and Chinese American students, and I learned a lot about the different challenges these two groups of students face on campus. There were many differences among students in this group, and between many of these students and me. I am third generation Chinese in the US, and in California, and had the benefit of having an upper middle class family. Many students in this club were first generation. Some were citizens of the US, and others were not. Some came from Hong Kong, some from mainland China, some from Taiwan, and others were Chinese born in the US or in other countries. My first and only fluent language is English, and so there are no real reading and writing challenges for me in English. This was not true for some students in this group. And students in this group varied in their cultural backgrounds, with some coming from much more conservative backgrounds than others.

I consulted with our Office of International Students and Scholars for some insights into what I might do to be more effective. I also have a colleague who teaches in the UCSB Global and International Studies program, and I discussed the issues with her. Both suggested using meeting times to help the students get to know one another.

I structured time in each of our meetings to discuss some of the similarities and differences among members of the group, and how these affected the students' experiences at UCSB. This helped me to suggest ways the students could help each other and how they could, as a group, help other students and faculty on campus learn about the diversity in this "Chinese" group. I believe the students felt they were making a difference in fighting stereotypes, and some reported to me that club activities and discussions had given them more confidence in working with other faculty members.

This was a valuable lesson for me about diversity within a large group with which I identify in general, but within which there were many differences among members of the group: in language, generations in the US, countries of origin, socio-economic class, and even political orientations. It is a lesson I will bring with me to working with both domestic and international students at the University of Oklahoma.

Deanna James

BS – University of Pennsylvania
Ph.D. – University of Iowa
Postdoc -- University of Wisconsin Madison
4 years teaching at Lincoln University, Pennsylvania

From Deanna James' cover letter:

"My extended family is from New Orleans, and I have two sisters who live there now. Although our parents raised us in Portland, Oregon, where my father moved for work, I think my siblings and I have always felt more at home in the South and Southwest. My mother died last year, and both my sisters have, in the last few years, moved back to New Orleans. About a year ago, I decided to see if I could find a place to advance my research and live near them. We are now the senior generation in my family. It is a hard decision to leave Lincoln University. Having visited the University of Oklahoma campus (actually for a football game two years ago!), as well as the campuses at the University of Texas Austin, and Louisiana State University in Baton Rouge, I am impressed with your commitments to research and equity. In applying for the position at the University of Oklahoma, I am looking forward to being a part of building a stronger pedagogy for inclusion. The research I did to complete my book while at Lincoln, Ready or Not: Expanding our Reach in Teaching, has reinforced my belief that we need to do a better job involving all of our students as scholars in the learning process."

From Lincoln University's Mission statement: *Lincoln University, the oldest historically Black University, was founded in 1854. With an international focus, it provides a quality education and prepares its undergraduates and graduate students, on its main campus, its Urban Center, and through distance learning, to be leaders of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity and inspired learning. To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology…. Admission opportunities in education and leadership development are offered to the descendents of those historically denied the liberation of learning and who have demonstrated a potential for academic success. Lincoln University fosters a continuing relationship with its alumni and the employers of its graduates.*

Embracing the classic concept of a university, the faculty, students, administration and trustees of Lincoln University recognize the primacy of the institution's three historic purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region. (It is) internationally recognized for preparing and producing world class leaders such as Thurgood Marshall, the first U.S. Supreme Court Justice, Lillian Fishburne, the first African American woman promoted to Rear Admiral in the U.S. Navy, Langston Hughes, the noted poet, Kwame Nkrumah, the first President of Ghana and Nnamdi Azikiwe, the first President of Nigeria.

Deanna James – Questions and Answers

1. **How would you define a diverse group of faculty, staff and students?**

Any group of faculty, staff and students is going to be diverse, just by nature of the differences in their ages, life experiences, socio-economic classes, genders and family backgrounds. Differences in these areas will lead to differences in perspectives, skills and self-perceptions. When we are talking about diversity in higher education, we need to also consider who has traditionally been included and who has been excluded, and on what bases. In our country, we have a history of segregation in education, by race and ethnicity, by socio-economic class, by immigrant status and skin color, by disability and other factors, where we have advantaged some children early in their K-12 educations and disadvantaged others. This may not have been a conscious effort but it has resulted in many of our disciplines being dominated by white male faculty. So I would define a diverse group of faculty, staff and students as one that includes members from a wide variety of life experiences, including those who come from groups that have been excluded in the past. This mix could be different depending on the college, university and area of the country. In this diverse group, the expanded scope of knowledge, experiences and perceptions can benefit all. Certainly, with the advent of COVID-19, we have become even more aware of the "digital divide" which has deepened existing inequities in higher education. We need all of our knowledge and skills to bridge the divides and chart new courses in all our pedagogy and curriculum.

I am used to being part of a faculty that works together to improve educational equity. Since a part of the curriculum at Lincoln includes dealing with the historical roots of discrimination, these issues were discussed and came up in class even if the material itself didn't seem at first glance related to these issues. For instance, speaking about the international application of science and global career opportunities might lead to a discussion of which groups have been historically excluded from a particular career in a particular country. I discovered that I needed to develop better skills in facilitating such discussions so that every student felt like their voices would be heard. This may seem obvious, but issues that relate to students' identities, including the lessons each has learned from his or her parents about what each should study, as well as how to think about the world, can move to the forefront anytime we are dealing with a subject where inclusion of all voices or the development of all talents has been in question.

Deanna James – Questions and Answers

2. **What is the importance of considering diversity as a factor when working with students?**

Issues of race, skin color, ethnicity, nationality, gender, class and other factors have helped shaped students' experiences in the classroom up until the time they arrive in mine. I believe I need to understand, as best I can, how the students see me, see each other, see "going to college," see learning, and their participation in it, and what it means to study something seriously, as well as how each sees themselves in the midst of all of this. I want to affirm them as complete people, and have them each approach learning from where each is starting. To manage the classroom and teach material as if everyone is coming at the place and the subject in the same ways is to miss the richness each student brings and the unique contribution each student can make. It can make us blind to small things we can do to either encourage or discourage students in their learning. I believe that a classroom that encompasses this richness is a more alive and exciting place for each of us to learn. My understanding of this was enhanced by teaching experiences at Lincoln University. As an HBCU, almost the entire student body could be described as "Black" but the range of differences among students in the classroom was wide and deep for anyone who was willing to look beyond the surface. I learned more about how to do that at Lincoln, and it helped shape my practice of building learning contracts with students. In particular I learned that, if students can see a learning path for themselves, from the classroom to the real world of discovery, careers and advancement, they can build confidence to move forward toward their dreams. I look forward to adding my voice to others at the University of Oklahoma dedicated to moving students in this way.

Deanna James – Questions and Answers

3. **Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?**

When I started teaching at Lincoln University, I had some ideas about what it would be like to teach in a classroom where almost all the students could be described as Black and most identified as African American. I had, of course, spent all my time in higher education, to that point, at predominately white institutions. I expected to find a lot of similarities among my students at Lincoln, or at least more similarities than I had found elsewhere. What I found instead taught me a lot about why we are sometimes missing the mark in understanding how and why student learn. After all, even many studies examining student learning have been conducted by very homogenous groups of scholars.

The diversity among these Lincoln University students, based on socio-economic class, gender, and other factors, was great. Many students had grown up in urban environments in the North, while others had come from small towns in the South. Some students were following their parents' wishes in attending an historically Black university, and might have made a different decision if left to themselves. Others had made the decision to go to Lincoln against their parents' wishes. These students differed from one another politically, as well as in the ways they thought about and expressed themselves. Certainly their views and experiences about the power and promise of education were diverse.

What many had in common with one another was a belief that the doors to a serious career in any field were not really open to them. I saw this among both my female and male students. Sometimes this was related to messages from parents about the importance of "getting a job" after college, and not taking on an extended commitment to graduate education. Sometimes economic realities coupled with a lack of familiarity with grants for graduate funding led to the belief that graduate school was not possibility. Often, it was a lack of familiarity with the vast array of careers and professions to which a graduate education, or even a solid undergraduate degree, could provide a clear pathway.

Since a part of the curriculum at Lincoln includes dealing with the historical roots of discrimination, these issues are "in class" even if the material itself doesn't seem at first glance related to these issues. I used time to explore the changing ethic and racial "faces" of our discipline, as well as the data on historic and current gender difference in publishing and scholarly recognition. I invited researchers and scholars who were from underrepresented groups to come address my classes. I wanted these discussions to be two-way, and I discovered that I needed to develop better skills in facilitating such discussions so that every student felt like their voice was heard. As I mentioned earlier, issues that relate to students' identities, including the lessons each has learned from his or her parents about how to think about the world, can move to the forefront when they are facing the prospect of working in a field that no one among their family or friends has pursued. It is hard to see yourself doing something no one you know has done.

Gradually, I helped set up some mentoring relationships between some of the scholars I brought to class and some of my students. Several have gone on to graduate school with ongoing success in postdoc work. Quite a number were able to do some undergraduate internships that provided new visions of what is possible in future careers.

I strongly believe we have to actively "work the pipeline" in this area. We need to attract more women and other members of underrepresented groups into the academy, particularly among all those who are expressing an interest in research and teaching. We cannot do effective

research or even thoroughly define a problem, if we do not bring a variety of perspectives to examine an issue.

Deanna James – Questions and Answers

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

The first example is one from my first year teaching at Lincoln University. As I mentioned, I was not really prepared to move from my former experiences in predominately white universities into a complex environment that had many layers of diversity. I had some ideas about what it would be like to teach in a classroom where almost all the students could be described as Black and most identified as African American. As I mentioned earlier, I expected to find a lot of similarities among my students at Lincoln, or at least more similarities between my students and myself, and among the students, than I had found elsewhere.

What I learned in my very first year was that the diversity among these Lincoln University students, based on socio-economic class, culture, gender, knowledge of history, and other factors, was great. These students differed from one another politically, as well as in the ways they thought about and expressed themselves. Some were as surprised by the complexity of this diversity as I was. Education is a great framework for discussing different views about how the world works, and I learned to use it that way at Lincoln.

Since a part of the curriculum at Lincoln includes dealing with the historical roots of discrimination, these issues are discussed and come up in class even if the material itself doesn't seem at first glance related to these issues. For instance, speaking about the immigration and "climate refuges" in a sociology class, or reading about it from first hand accounts in a literature class, might lead to discussions about the "ownership" and use of resources and how previous colonialization may have affected this in a particular country. While I thought I actually knew a lot about these issues going in, teaching at Lincoln required that I become a dedicated student, not just so that I could lead and participate in discussions with my students, but also so I could help them develop nuanced and complex ways to think about the interactions between governments, institutions and individuals with and between cultures and national histories.

I decided we should all participate in broadening and deepening our perspectives. I began to ask students to write up research designs to explore a topic that seemed to garner a wide range of opinions in the popular press. And I also assigned research work for groups to gather and provide data for all of us on the subject. They were encouraged to read both nonfiction and fact based fictional accounts. Gradually, this process worked to build more inclusive communication on these issues, even among students who were not used to weighing in on current events. We all learned more deeply as the result.

This experience taught me to pay particular attention to how issues in the classroom may "cut deeper to the bone" for some students rather than others. It helped me be more sensitive to the need to encourage curiosity and inquiry when disagreements would arise. I learned not to dismiss such disagreements as irrelevant but rather to find a way to incorporate the energy and interest into the learning about what we "know" and what we don't know about a particular topic.

I can imagine that at the University of Oklahoma a wide variety of students are trying to find their place in our interconnected world. Many may just be beginning to see themselves pursuing a particular field of study. Certainly in 2020, our students have been through a traumatic and challenging year, and many are concerned that they have lost opportunities to pursue a field of study and succeed in mastering it. I believe the skills I have developed to encourage dialogue and include students' individual interests, passions and perspectives exploring our discipline will help build success for all students.

A second example would be working on a unit that included global perspectives when only a few of the students in class had ever traveled outside the United States. Working on global perspectives is a primary value at Lincoln and it is encouraged by both the administration and by companies that employ Lincoln alumni in high level management positions. I found that starting with the idea of other national cultures was too big a leap for some students, so I added a piece to the curriculum to study regional cultures within the United States, including Puerto Rico. (Some students in my class were surprised to learn that its residents are U.S. citizens.) We then took categories of cultural differences we defined regionally and applied those categories to other regions in other countries.

Taking this approach seemed to help all the students get more excited about the individual pieces that culture can include. It allowed students to connect cultures to ways of defining and solving a problem. It also allowed those students who had studied, traveled or lived in other countries to discuss a country in terms of the particular regions with which each was familiar and not over generalize the culture to the country as a whole.

This experience underlined the importance for me, once again, of starting classroom learning in a way that most reflects the students who are there. While it is not always possible to include

each and every perspective all the time, seeking to find some common ground allows all of us to build a foundation together. I look forward to applying this to working with students at the University of Oklahoma.

Deanna James – Questions and Answers

5. **How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?**

I think one of the things I do in the classroom that helps students understand the choices I am making in curriculum, assignments and activities is the formulation of learning agreements we make together. In my classroom, I build a contract with each student for his or her learning in that class. From the first day, students are building these individual agreements with me and each other. Every student is responsible for his or her own learning and for supporting the learning of others. Behaviors that interfere with learning are discussed and dealt with together. This creates a kind of transparency in the classroom, and every practice can be examined and discussed in terms of its effects on learning. So if such a question arose among my students, we would use that framework to address it. If this sort of question were raised by a colleague, I would be a happy to discuss these learning contracts as the basis of the decisions. I would be interested in my colleagues' opinions and how his or her experience would lead them to think about what I was doing. The same would hold true for discussions with my department head. We are all educators, and we can learn from one another, if we give ourselves opportunities to do so.

Deanna James – Questions and Answers

6. What student experiences have helped you understand what is needed to improve educational equity?

While I was doing my postdoc at the University of Wisconsin Madison, I had the opportunity to help with several outreach efforts the University initiated with middle school and high school students. The first one was a precollege enrichment opportunity for learning excellence, the PEOPLE program, which is a six-year program that racial minority and economically disadvantaged students from around Wisconsin can enroll in after the sixth grade. This program starts with students taking summer workshops, and after they become 10th graders, returning to campus for a range of classes and for test preparation. One of the things I learned from helping with this program was that for some students, middle school was too late to start. While the PEOPLE program did help some students move forward and get ready for college, for some of the ones that needed it the most, there was too much damage that had already been done. This is why I started volunteering time with the PEOPLE Prep program, which was implemented in 2005. This program works with elementary school students to help prepare them for the middle school portion of the program by providing tutors to do individual work with the students.

In 2002, UW Madison also started a Posse Program. The Posse Program, which operates throughout the U.S., is aimed at bringing groups of high school students from four major metropolitan areas – Chicago, Los Angeles, New York and Washington, D.C., together to a university.

Experiences with the students in the Posse Program helped me understand the importance of having a community that affirms you as a person when you are entering into the new world of higher education. This is something I bring to all my classes: the importance of affirming each student in his or her ability to follow wherever his or her interest and focus leads.

Deanna James – Questions and Answers

7. Explain how your own experiences in education have helped shape your beliefs about educational equity.

My mother was a high school teacher in Portland, Oregon, and one of the few Black teachers in the high school where she taught. From my earliest recollections, I can remember conversations, sometimes with my mother and sometimes overhead between her and other teachers, about how important it was to bring all students to a place where each believed he or she could learn. I had the experience of being one of the few African Americans in my classes in general, not to mention my science classes, pretty much all the way through school. I was

lucky in that I was always reminded of the importance of keeping focused on what needed to be done, and not letting yourself be discouraged by other people's stereotypes, whether these are focused on skin color, socio-economic class, accents, dialects, gender or even the part of town where you live. I also learned that many other students were not lucky enough to have this kind of affirmation in their lives. I had friends that dropped out of high school who had given up on feeling like they had a place and a space to learn there. I saw the difference a devoted adult, be that a teacher or a parent, could make. In fact, I think it was during my high school years that I decided to become a faculty member. Although there was more racial and ethnic diversity at the University of Pennsylvania, at Iowa, and in UW Madison, my educational life has been informed by the experience of being seen as "different." This has helped me understand how critical it is to build inclusiveness into learning. My decision to teach at HBCU after my postdoc was shaped by this understanding, and the need to continue making a difference in student success. I believe all these experiences will help me contribute to student success at the University of Oklahoma.

Deanna James – Questions and Answers

8. **Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?**

As I mentioned earlier, my mother was a high school teacher in Portland, Oregon, and one of the few Black teachers in the high school where she taught. From my earliest recollections, I can remember conversations, sometimes with my mother and sometimes overhead between her and other teachers, about how important it was to bring all students to a place where each believed he or she could learn. I did not really understand the details of how important this was until later. I had a fairly easy time learning in school, both because I had an education rich environment at home, and because I had two sisters who encouraged and insisted upon my learning. They both went on to law school, and I always had the feeling I was expected to go to graduate school.

I also had the experience of being one of the few African Americans in my classes pretty much all the way through school and particularly in my last two years. I was lucky in that I was always reminded at home of the importance of keeping focused on what needed to be done, and not letting myself be discouraged by other people's stereotypes, whether these are focused on skin color, socio-economic class, accents, dialects, gender or even the part of town where I lived. I also learned that many other students were not lucky enough to have that kind of affirmation in their lives. I had friends that dropped out of high school who had given up on feeling like they had a place and a space to learn there. I saw the difference a devoted adult, be that a teacher

or a parent, could make, and I came to understand how extraordinarily lucky I was to have the support for learning I had in my life. I saw how much damage could be done if a person with a bright and inquiring mind and avid curiosity had no one to affirm and encourage him or her. In fact, I think it was during my high school years that I decided to become a teacher.

Although there was more racial and ethnic diversity at University of Pennsylvania, at Iowa, and in UW Madison, my educational life has been informed by the experience of being seen as "different." This has helped me understand how critical it is to build inclusiveness into learning. At Lincoln, I had an opportunity to see that even in an environment where an historic "minority" is the majority, barriers students have erected during their K-12 years can block their progress if not identified and dismantled. I believe all these experiences will help me contribute to student success at the University of Oklahoma.

Deanna James – Questions and Answers

9. **What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?**

I think one of the most important skills a teacher can have is a sense of empathy for how students feel about learning the subject matter in the classroom. Many students have had mixed or negative experiences with classroom learning, and these experiences cannot be "wished away" by mere rhetoric about inclusiveness. Empathy by itself is not enough, of course; there must be inclusive ways to build curriculum and pedagogy so that each student sees themselves as an important actor and a vital part of the learning environment. In my classroom, I make the affirmation of each student's place and space for learning visible by building a contract with each student for his or her learning in that class. From the first day, students are building these individual agreements with me and each other. Every student is responsible for his or her own learning and for supporting the learning of others. Behaviors that interfere with learning are discussed and dealt with together.
As we transitioned to online learning in 2020, we revisited these agreements and updated them to deal with the challenges of a remote classroom, as well as the inconsistencies in internet connection. I believe students were reassured that we were addressing the new challenges and not just pretending that we were operating "business as usual."

Another primary skill in working with a diverse group of students is teaching those students to be critical thinkers to practice making effective judgments about their own learning and mastery of the material. They must learn to value what we are exploring together so that each can build a foundation on which their learning can rest and grow. I find that students who get excited by seeing themselves as critical players in the learning process will often step beyond the standards or even the limits I might have otherwise set for them.

Finally, I believe crafting and carrying forward inclusive and meaningful assessment of learning is a continual process because students need to understand how they are being evaluated, as well as how to evaluate their own efforts and learn from their mistakes. We cannot afford to shy away from honest assessments of where our students are succeeding and where they might need more help. When we emphasize only one of these, and not the other, we do a disservice to all our students.

Deanna James – Questions and Answers

10. **Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?**

The first example that comes to mind is the experience of working with elementary school students in a program developed by UW Madison to help these young students get ready for middle and high school outreach programs the University sponsored. These were students who had significant challenges to even considering college as a possibility. Almost all came from homes where no one had attended college. What I learned when I started to work with my first group of students was how important involving the community was to supporting the success of any particular young student. It was explained to me that when the program started, not enough effort had been made in this direction. After encountering resistance from parents and some school leaders for the pilot program, UW educators woke up to the reality that the entire family and those perceived as leaders in the school communities needed to be included in the process of the program's development, and that individual tutors, whom family members could get to know and learn to trust, could play a critical in making this program, called PEOPLE Prep (PEOPLE stands for Pre-College Enrichment Opportunity Program for Learning Excellence) possible.

Many who worked with me in this program explained in detail how networking with many community groups in the neighborhoods of these students' schools "rescued" the program. I learned how the parents and community leaders, with their knowledge and wisdom about what would work, as well as their involvement on the ground, were invaluable in reshaping it. I got to know members of these communities, who spent many hours sharing their experiences of given neighborhoods and their histories, helping me and others to understand the contexts in which these children and families were living. I will never forget these lessons about community involvement and support. So often, at colleges and universities, we have good intentions about developing programs to help underrepresented students, and yet we fail to understand the full context in which individual students are taking their first steps in learning. My participation in the

PEOPLE Prep program taught me that all learning is connected to how I see myself, and how I define the communities to which I belong. If this program taught me anything, it was that education has to be a "community" enterprise, particularly in areas where students get little institutional or other outside affirmation of their intelligence and worth.

The second example is one I mentioned earlier. Growing up in Portland, Oregon, I had the experience of being one of the few African Americans in my classes pretty much all the way through school. My mother and I would discuss the importance of keeping focused on what needed to be done, and not letting yourself be discouraged by other people's stereotypes, whether these are focused on skin color, socio-economic class, accents, dialects, gender or even the part of town where you live. Although there was more racial and ethnic diversity during my time at the University of Pennsylvania, as an undergraduate studying science, I was frequently the only African American woman in the room. And this was even more the case in my doctoral program at Iowa. During my time in that program, I did not have a single professor who was a woman or a person of color. If my experience in my postdoc at UW Madison was different, it is because I sought out work I could do in the *PEOPLE* and *PEOPLE Prep* programs that was informed by experiences of the diverse communities involved in the programs. I can still say, though, that my life as a scholar and researcher is and has been informed by the experience of being seen as "different." This has helped me understand how critical it is to build inclusiveness into learning. While some may view my decision to teach at Lincoln University after I finished my postdoc as unusual, especially given "my credentials," I felt I needed to "give back" and also to learn more about how to reach underrepresented students. I believe that we often retreat to the position that K-12 schooling is so inadequate in some areas of our cities that it is too late, once students come to college, to "catch them up." At Lincoln, I had an opportunity to see that even in an environment where an historic "minority" is the majority, barriers students have erected during their K-12 years can block their progress if those barriers are not identified and dismantled.

In my classes at Lincoln, I worked to make visible all the differences as well as the similarities in what one faculty member called "our sea of Black richness." Students have so many different reasons for being at an HBCU. I needed to work with my students to see the differences among them, and be better ready to recognize and work with differences in the larger world. We talked about these issues in class, with every assignment, and critically examined all of our readings and assignments to see whose voices were being heard, and whose were missing. We examined global literature to find missing perspectives. We worked to find those perspectives that might have started at the margins, but moved to center as more was discovered. Students from outside my classes would report to me that my students had recommended my classes and talked about what they were learning about our interconnected world. I would always add that I was also learning through the eyes, minds and experiences of those in my classes. This is why I teach.

GROUPS 3 & 4
University of Oklahoma faculty interviews:
Finalists Gregory Garsa and John Franklin

Gregory Garsa
BS – University of Central Florida
MA/MS – New York University
5 years teaching Roxbury Community College, Boston
Ph.D. – University of California Berkeley
Postdoc --- Columbia University

From Gregory Garsa's cover letter:
"I am excited to apply for this tenure track position at the University of Oklahoma. I believe the mix of teaching and research experiences I bring, along my roots in a variety of diverse communities, will benefit both my department and students at OU. I look forward to collaborating with my colleagues to build deep equity in education here."

Gregory Garsa – Questions and Answers

1. How would you define a diverse group of faculty, staff and students?

I particularly liked the approach to diversity at New York University. They recognized that for too long higher education has not accessed all the talent that is out there because of barriers erected based on race, ethnicity, gender and class. At NYU, it was about bringing together the best minds. So I think a diverse faculty, or staff, or student body would be one that would include many different kinds of experiences, and it would only be meaningful if they were in an environment where those different perspectives could be shared, and where people could learn from and help teach one another. I am not saying that NYU has it "all figured out." Most certainly they don't, and they could do a lot more to turn their rhetoric into reality. What I am particularly excited about in joining the faculty at the University of Oklahoma is that you recognize the necessity to improve equity and inclusion in both the classroom and in the campus community. That was the piece that was missing for me at NYU – an understanding that they needed to continue to build on early changes, and a commitment to continue to do so. Students at the University of Oklahoma deserve to understand how education, knowledge, and learning are not always available to all, and how they can play roles, as students, as teachers, as community members, and as global citizens, building a more equitable world. I had an opportunity to be a part of an institution like this when I taught at Roxbury, and I look forward to it working with my colleagues on this at OU.

Gregory Garsa – Questions and Answers

2. What is the importance of considering diversity as a factor when working with students?

Students are in college to learn things, but not for the same reasons, nor with the same backgrounds or preparations. Some students have been far luckier than others in what they have been able to do, and even what they have been able to imagine for themselves. Some students have had very little success in school. Sometimes that has been due at least in part to the stereotypes placed on some students by those in authority in the classroom or the department. Sometimes students are in school because they have the money right now – like someone who is a returning veteran, for instance – but they don't really know what they want to study, or what they want to do with it. Sometimes they are the first in their families to go to college and no one in the family can help them understand what is going on. And sometimes students are not at all realistic about the effort it will take to do what they plan to do. I found all of this together in one classroom at Roxbury Community College, and I learned a lot from my teaching there. I found that some students who were interested in any subject could, despite all the odds, make great strides in learning. I will say this, too. I knew a lot of fellow students at New York University who were very bright, but not very motivated to learn, or very practiced in tackling anything that did not come easily to them. My experience teaching at Roxbury is that students were motivated, and that motivation went a long way to making up for all the disadvantages some had. But these students also approached learning as hard work, and when each would succeed in that work, you could see his or her confidence grow in approaching the next challenge. You have to know who your students are - how they see you, and how they see themselves in the classroom, and studying this subject matter - or you cannot be effective.

Gregory Garsa – Questions and Answers

3. Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?

During my doctorate at Berkeley, I had an opportunity to work with a very culturally and ethnically diverse group of faculty. We had regular discussions about the research extant in our area of study, and the biases that were inherent in some of research results. Several faculty were from countries in Asia – one from China, another from Japan, and a third from India. Each was familiar with research approaches and journals that were new to me. I think one of the valuable things I brought to the group was a sense for how bias about domestic groups in the US could play out in research. I was able and allowed to do this even as a graduate student there. And I brought this experience into my postdoc at Columbia. We worked hard there to

ensure that students working with us came from diverse backgrounds, and I am pleased to say that we had as many women as men on our research team.

I think from both of these experiences – my doctoral work at Berkeley and my postdoc at Columbia – I learned a lot about how bias can creep into both the design of our research and the composition of our research teams. At Berkeley, in fact, our conversations, our redesign of our research, and the diverse "brains" involved in our work were all parts of why one of our faculty members received the NAS William O. Baker Award for Initiatives in Research.

Gregory Garsa – Questions and Answers

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

The first example that comes to mind happened during my first year teaching at Roxbury, when we had a unit on critical thinking. I made the assumption at the beginning that students would know what I meant when I asked them to write a critique of the design of a piece of research. What I discovered was that they were used to answering questions that came directly from the material we were studying, and many didn't have practice in analyzing the content of what they were reading, and making judgments about it. And, of course, their reading, writing and verbal skills varied. I had students with two or three languages, and sometimes English was not the language they spoke outside school. Sometimes they could speak a language much better than they could write it, and sometimes they could read a language but they struggled with speaking it. Many were unaware of the global connectedness of research and how it is a language that can bridge nations and peoples.

I started working with them on critical analysis by having them write a review of a movie or video game, and if that movie or game was available in more than one language, I encouraged them to view both. I asked them to critique the elements of the story and the way it was portrayed, as well as, if they could, any differences in the languages used and what they conveyed. Groups had to compare their opinion to a review by another student, or to a published review, if they could find one. We looked at the differences in the ways culture was portrayed, as well as what constituted an effective critique to back up an opinion. Students found numerous examples of written opinions without sufficient data or analysis, and sometimes found critiques in another language where they hadn't found one in English. I think this was an excellent lesson for me. I now am much more careful about making assumptions about the kinds of work that students are

prepared to do. I am certain that this is useful in all teaching, even at a university like OU where the students are likely to be better prepared than some of my Roxbury students.

The second example was a class I taught – again at Roxbury – where I had several male students from the same neighborhood in class together. They had grown up together, and initially some of the ways they related to one another interrupted the learning of other students. They were interested in the material, but they would argue with one another, tease each other, and even threaten one another in class. I don't believe there was any serious danger – it was more a kind of neighborhood banter. But I needed to find a way to channel all that energy. So I did the usual thing --- I formed groups in the class and set up group projects, and separated these young men by assigning them to different groups. At first it didn't look like this was going to work either, because they starting using the groups to compete with one another. So I changed the assignment. Each group was responsible for their own work, and they were also responsible for acting as research consultants for another group. Their grades would depend on both the quality of the work of their own group, and the quality of the work of their "consulting" group. To bring this into the real world a bit, I had a research consultant come to class and talk about the importance of informed critique. I also had students examine several cases when research studies "failed" because of a lack of effective communication and collaboration among researchers and stakeholders in the affected communities. These examples helped "build the case" for effective communication and timely critique. The students improved their collaborative work, and they hardly noticed that they were learning the work of two groups at once. What I didn't do, which I would probably do now, was have a conversation with the young men privately to see what they would suggest as an approach. What I did resulted in good work and lessons learned. But I might have been able to do something simpler if I had included that conversation. And that is a lesson I would bring to the University of Oklahoma – to approach the students directly and respectfully if there is a problem before I decide to "figure it out" by myself.

Gregory Garsa – Questions and Answers

5. **How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?**

It was not unusual for students I had in class at Roxbury to disagree with one another, and with me, about what should go on in the classroom. I think this can be particularly when and where students can feel insecure in their own knowledge and worried about being embarrassed in class. Students in graduate school at NYU would often disagree about what should go on, and since I was on the student side of it sometimes there, and sometimes I was the graduate

student teaching the class, I learned to see it from both sides. I do think talking it out makes sense. I always believe that what I am doing in class is designed to help each student learn the material. Sometimes I have been convinced by a student that there was a better approach. I have to admit that no student has actually accused me of acting out of political correctness, but this may be because I am fairly clear in class, from the beginning, about why we are doing what we are doing. At least I believe I am.

I have had colleagues who have not understood the point of an assignment they have heard about. Once I had students reviewing movies and video games to teach them critically thinking and writing. I had both a colleague and the department head come to me with concerns for different reasons. The colleague accused me of just doing something that would make the students like me. The department head was concerned that I was encouraging the students to do more of what they already knew how to do, and less reading, which was something in which most of them needed practice. In both cases, though, when the students' abilities to think critically and to judge effective critical writing improved, and I could show that, these concerns disappeared. As a result of the work we did early on in that class, grades improved and some students discovered a real interest in professional writing. One ended up going on to NYU at my recommendation.

Gregory Garsa – Questions and Answers

6. What student experiences have helped you understand what is needed to improve educational equity?

Certainly going from NYU to Roxbury Community College was a lesson in how K-12 educational preparation can vary so markedly by ethnicity, neighborhood, socio-economic class, and other issues. You know, NYU takes only about a quarter of the students who apply to go there. Roxbury's mission is to serve the community and to help find ways that all members of the community who wish to attend college or further their own educations can do so. So teaching at Roxbury put me in direct contact with students that had widely varying levels of preparation and readiness for working with college material. And because the mission at Roxbury, and its existence, are tied to aiding members of the community to access and succeed in higher education, all faculty were encouraged to work together to understand each student's challenges. Even a year or two teaching at an open access community college in an urban environment offers a lifetime's worth of education about how inequitable the educational system can be. Some of my students, even students whose first language was English, had been passed through school barely able to read, and didn't really grasp that reality because they had never been told directly. Without both clear feedback and mentoring, the accumulated deficits mount up. The more I understood this, the more determined I became to do what I could do about it as a faculty member. I was actually part of the group that lobbied for the establishment of the Roxbury International/Multicultural Student Institute as one way to help all students

become more a part of the college experience. It was just getting started when I left to begin my doctoral studies at Berkeley.

Gregory Garsa – Questions and Answers

7. Explain how your own experiences in education have helped shape your beliefs about educational equity.

I was very fortunate to have received a good education early on, and to do well enough at the University of Central Florida to get into NYU. As you know, NYU is highly competitive, and I loved the challenges in graduate school, and the opportunities available there. I can't really point to my own experiences as places I learned about the lack of educational equity unless you include some time I spent volunteering as a tutor in New York City schools. But it was really my work at Roxbury, serving a diverse population from the surrounding communities, which helped me see the inequities and decide that I needed to be involved in making a difference.

Doing my doctoral work at Berkeley provided a new look at equity, and the lack of it, in education in general and science in particular. Berkeley, as you probably know, is located on the border of Oakland, California. They are next to each other, and worlds apart. This is even more true now than it was a decade ago, as gentrification has economically disenfranchised many lower income residents, first in San Francisco, and now in the larger metropolitan area. While I was there, I started volunteering with Community Education Partnerships, which works with education for homeless children, and also volunteered at Aspire College Academy, an elementary school in East Oakland.

Working with programs that support the education of students who might otherwise be written off as "a waste of educational time" has always been eye opening for me. I am regularly amazed at the brilliance and creativity that can be hiding behind the stereotypes we use to limit educational opportunities.

I believe that a part of what I would bring to the University of Oklahoma is the firm knowledge that the doors to education and scholarship should be opened just as far as we can force them. It will improve what we can learn, the ways we approach and define problems, as well as the conclusions we come to about our data and their interpretations.

Gregory Garsa – Questions and Answers

8. Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?

As I mentioned earlier, I was very fortunate to have received a good education early on, and to do well enough at the University of Central Florida to get into NYU. While I can't really point to my own experiences as places I learned about the lack of educational equity, I did spend volunteering as a tutor in New York City public schools. This led me to Roxbury and serving a diverse population from the surrounding communities, which helped me identify and understand the inequities more clearly, and led me to decide that I needed to be involved in making a difference.

Certainly going from NYU to Roxbury Community College was a lesson in how K-12 educational preparation can vary so markedly by ethnicity, neighborhood, socio-economic class, and other issues. Roxbury's mission is to serve the community and to help find a way that all members of the community who wish to attend college or further their own educations can do so. So teaching science at Roxbury put me in direct contact with students that had widely varying levels of preparation and readiness for working with college material. And because the mission at Roxbury, and its existence, is tied to aiding members of the community to access and succeed in higher education, all faculty were encouraged to work to understand each student's challenges. I strongly believe that even a year or two teaching at an open access community college in an urban environment offers a lifetime's worth of education about how inequitable the educational system can be. It can also help someone, as it did me, see the brilliance that is sometimes buried underneath years of discouragement. My frustrations with the lack of educational equity for students are some of the reasons why I choose to teach at a community college. There were a number of professors at NYU that encouraged me to go on to a Ph.D. immediately, and originally that was my plan. But fortunately, I decided to teach for a while before restarting graduate school, and I will always be grateful to my students and colleagues at Roxbury for the "advanced education" in equitable and inclusive curricula and pedagogy I received there.

The more I understood about the dynamics of inequity in the classroom, the more determined I became to do what I could do about it as a faculty member. I lobbied for the establishment of the Roxbury for more tutorial services at Roxbury and helped with the formation of the International/Multicultural Student Institute. And teaching at Roxbury, I suppose you could say, changed my life goals. I am now more determined to help students succeed and get introduced to my discipline, as well as more convinced than ever that each student brings a particular brilliance to the classroom. If I could reach them in community college, and help them to see that they could have a future going forward in higher education, then I feel like I can make a difference anywhere. I will bring this dedication with me to the University of Oklahoma.

Gregory Garsa – Questions and Answers

9. What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?

I think as faculty members we need to understand our own blind spots – what did our own histories in education fail to teach us about what is happening for students? What biases have we "absorbed" from the larger culture?

I believe that a motivated student can learn something if he or she is given the proper tools and guidance, but I also believe that each may not learn it the same way I did.

I think flexibility is important, and so is keeping a focus on what actually needs to be learned. Are we teaching what is most relevant and useful to our students? And are we helping them learn how to learn? For many of the students I had a Roxbury, school was about testing and not about learning. It needs to be about both, since they will always have to face tests, but without knowing they can learn as well as how to do that, they will eventually fail.

I also think continually updating curriculum material is critical. Is it relevant? Is it current? Does it reflect a global view of the research, literature and the discipline? Does it relate to what the student see as relevant? And if not, how can we help them make those connections?

And helping students learn from one another, no matter how diverse the group in a particular classroom is, is a skill set they will need in whatever they decide to do. Certainly if our students are going to succeed in academia and/or in the global corporate world, these must learn to work as effective, collaborative members of teams.

We know from research that we are not doing what we need to do in education to help our first generation students, and other members of underrepresented groups, including women, succeed and prosper at universities. I don't believe this is happenstance; it is often the result of our "not seeing" these students as intelligent, competent and capable. We must do better, and I think we can, if we interrogate our practices, and notice when we are not succeeding with and for our students, and why. Only by effectively diagnosing the problems and barriers students face, including those created in our classroom, and working to replace these with affirming and truly inclusive practices, can we justify our roles and fulfill our responsibilities as faculty.

10. Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?

As I mentioned earlier, I was very fortunate to have many opportunities to work in multicultural and multiethnic situations while tutoring in science in NYC public schools while I was studying at NYU. I think what I learned in doing this led me to apply to teach at Roxbury Community College. As an open admissions college, Roxbury is dedicated to helping all its students succeed. I was very pleased to find that the College expects all of its faculty to take this responsibility to heart in their teaching. I worked with many motivated and brilliant students there who were the first ones in their families to attend college. The experiences I had working with these students, who were dedicated and capable, and often struggling to make sense of the "college" environment, taught me a lot about how to help students bring their "whole selves" into the classroom. I took the time to understand some of the confusions that are natural when no one in your family can really explain how college differs from high school. For many students, understanding how studying a discipline could lead to a "good job" was something new they, and often their parents, needed to learn. I spent time talking to parents and/or significant others when that seemed needed and appropriate, and introducing students to people who had successful careers the wide variety of fields open to those in our discipline.

As a campus in the urban area around Boston, issues of class, culture, language, ethnicity, skin color and perceived race and nationality are part of the everyday fabric of the environment. With MIT and Harvard in the area, and great humanities work and literally hundreds of science startup companies located in and around these universities, there were many potential resources to encourage student learning, and yet whole neighborhoods felt cut off from access to any of this.

I learned that it never makes sense to oversimplify a student's identity because then you limit what you can learn about and from the student. And it was the students themselves and their family members who let me know that the extra time I was taking helped them to have the courage to continue in college. I am very grateful for what I learned from them.

So my first example, and one I mentioned previously, comes from my first year teaching at Roxbury, when we had a unit on critical thinking. As I mentioned earlier, I made the assumption at the beginning that students would know what I meant when I asked them to write a critique of a piece of research. Spending those years at NYU just before coming to Roxbury had conditioned me to think of critical thinking skills as a given, I guess. What I discovered was that

they were used to answering questions that came directly from the material we were studying, but many didn't have practice in analyzing the content of what they were reading. As I mentioned earlier, their reading and writing skills, as well as their verbal skills varied widely. I had many students who were at least verbally bilingual, and sometimes English was not the language they spoke outside school. I asked a couple of the more experienced faculty at Roxbury for suggestions about this. I was basically asking: "How can I teach critical thinking to a group of people who vary so much in even understanding what I am talking about?" And one faculty member suggested I look for something that the students had in common, and try to work from there.

At first, I had a hard time thinking of anything the students had in common with one another. As I was walking into class that week, I noticed several students playing video games, and it occurred to me that they did have a common culture around some things – various media, video games and movies. This seemed like a great way into looking at the way life, people and cultures are portrayed in popular culture. So I started working with them on critical analysis by having them write a review of a movie or video game, and then compare their opinion to a review by another student, or to a published review. I asked them to focus in particular on how peoples and cultures were portrayed or used. You could spend a lifetime just doing research, for instance, on how gender roles are portrayed in popular video games, as well as how these are racialized, and connected to portrayals of socio-economic class differences. We explored the differences between what we know about cultures or peoples in question and how and why they were portrayed certain ways in the movie or game. What were the messages? Who was the intended audience? Why was this kind of portrayal popular? This led to discussions of distortions of other ethnic or cultural groups, and how the public might get "the wrong idea" about a person or group based on these stereotypes. We defined and discussed "cultural appropriation" and how it related to what we were studying. Once the students understood that often the popular culture distorts information about other peoples, countries, cultures and ethnic groups in order to make the end product more "sellable," they got excited about finding the flaws in these popular portrayals.

I had a number of experiences like that at Roxbury – where more experienced faculty members were able to provide some assistance in helping me understand what might work. This and other experiences I had teaching science at Roxbury, and all I learned in doing so, I would bring to working with you all the OU students.

Another example of working with a group who had, in many ways, very different educational experiences and opportunities than I was when I worked cooperatively with Roxbury students and faculty to help set up the International/Multicultural Student Institute. Were I to have approached this by using my own experiences – from NYU and Columbia – I would have missed the depth and breadth of issues the Institute needed to address. I first talked to my

faculty colleagues - some of whom “came up from the neighborhood” and had been working on this for years - to learn how I could be most helpful in their efforts. And as I had a good reputation with students who had taken my classes, I was useful in gathering students’ ideas and issues about the design and function of the Institute. Listening to the students and talking to them about what would help build student involvement and a welcoming environment, in a different setting where I wasn’t the person in the front of the class, helped me gain new insights as a faculty member. I would bring this experience and all I learned from it to the University of Oklahoma.

John Franklin
BA – Emory University
Ph.D. – Princeton
5 years teaching faculty; 2 years administration (Interim Associate Vice President, Student Affairs and Services), Michigan State University

From John Franklin's cover letter:
"My wife recently accepted a job at Mercy Hospital in Oklahoma City. Our move to the Norman area is giving me the opportunity to return to my research and the classroom, and to reconnect with students. It seems to me that the University of Oklahoma would be a wonderful place for me to do this. I hope you will see both my teaching and administrative experience as valuable for the University. I am very interested in joining you to continue to build a world-class education for your students."

John Franklin – Questions and Answers

1. **How would you define a diverse group of faculty, staff and students?**

Actually, I think we frequently use too narrow a definition of "diverse." We are all diverse and we in higher education are working to teach our students to work well with everyone. At MSU, we had students in the sciences from agricultural backgrounds who were certainly different from those from metropolitan areas. That's diversity. And our Student Affairs office worked with all students. A diverse staff can include people of different ages and different levels of education. A diverse faculty should include those with a variety of backgrounds – academic, industrial, private and public sector -- from which our students can learn about different approaches to science, as well as receive instruction from leading minds in research.

John Franklin – Questions and Answers

2. **What is the importance of considering diversity as a factor when working with students?**

Students grow up in different kinds of families, come from different towns and cities, and have different learning styles and educational backgrounds. I know in teaching at MSU, I made sure that students interacted with one another about the classroom assignments so that they could work together and help one another. At all research institutions, we need to ensure that all students have every chance of success. Working in teams, working on projects together, working with others who are subject matter experts: these are all ways we can build academic success for our diverse students.

John Franklin – Questions and Answers

3. **Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?**

I can't point to specific ways these factors have influenced my own original research in my discipline. I can address the ways I have used existing research to understand the basis of the ways each person thinks, so I can work with him or her more effectively. I have done research to examine the blocks to cognitive functioning in the classroom, with an eye toward better understanding how anxiety and stress affect the ability of students to learn new information. This research has helped me design better pedagogy and to help other faculty, when I worked in administration, to do the same.

If you are talking about our praxis in the classroom, I think as faculty we need to always be in a learning mode. We lead the formulation of the knowledge – we know what the students need to learn. Where are the gaps in their knowledge? How are they approaching what we are teaching? We need to think about learning styles. Whenever I had a class of students who wanted to interact more often, for instance, I would make sure that they were all involved with project based learning. I also made sure they did individual work so I could do accurate assessments of what they were learning. If the students were at very different levels in their understanding of the material, I would often have students pair up and work together. You can learn material by teaching it to someone else, as well as by working alone and doing assignments. Where I found that students' previous backgrounds in the subject matter were diverse, this kind of flexibility was critical.
If we are talking about in my role as an administrator, I worked with many department faculty members on how to teach students effectively. We had several faculty that were seen as experts in their fields, and I often referred faculty and graduate students who were struggling with teaching issues in the classroom to those acknowledged experts.

John Franklin – Questions and Answers

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

When I first started teaching, I taught large lecture sections. There might be 150 students in the room, and it was usually a required class, so they had to pass it. I found that just lecturing was not effective. As you know, not all students learn well that way. So I devised a system that included the option of attending class or not, depending on what assignments a student did. Some student almost stopped coming to class, except for exams, and those students had more assignments to do. I also made class more interesting by having the students do presentations and some of the teaching. Classes were more interesting, I think, and students completed more assignments, and the number of students passing the class the first time increased.

Later I taught some smaller seminar classes, which are much more interesting because the students attending has chosen to take the class. These groups were usually diverse in the sense that students had different reasons for wanting to enroll, and wanted different things out of their participation. I found that setting up situations that allowed the students to use critical thinking in class worked well to increase individual involvement. While not everyone participated to the same extent, I think everyone was involved and everyone learned. These were usually pass/no pass classes, so the pressure to "get a 4.0" wasn't there and student could take more risks.

In these seminar classes, we were often able to focus our reading and research on problems that came right out to the headlines. This also increased our focus on practical applications of what we were studying to understand contemporary issues. I would want to be sure, in all my classes at the University of Oklahoma, that I increased student involvement by applying that we were studying to real world situations and circumstances.

John Franklin – Questions and Answers

5. **How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?**

I never make changes in the classroom that are based on the things people point to as "politically correct." I make changes to improve student learning. Sometimes students don't understand why they have to work in teams, for instance, or why they have to present something in class. That's OK because they can't be expected to know about how to design curriculum or pedagogy. I would just explain to the student what I was doing and why. And I wouldn't expect this kind of criticism from a colleague. We know that students don't learn differently based on their races or ethnicities or even their genders in any important way. I am sure that if a colleague was thinking I was doing something just to be "politically correct," then that person probably didn't have all the relevant information about what I was doing. I'm sure that a discussion would clear the air. And I would be surprised if my department head were to suggest this. Once I had a department chair – it was his last year as chair – criticize something I had done in one of my classes. It turned out that he had incorrect information, and he had jumped to a conclusion. Once we talked about it, he saw that there was no problem.

I think the key to all of this is clear thinking about what you are doing in class and why, and honing the ability to explain that reasoning to others.

John Franklin – Questions and Answers

6. **What student experiences have helped you understand what is needed to improve educational equity?**

We have more than 45,000 students at Michigan State, and is could be easy for student to get lost in the shuffle. That's part of what I tried to prevent by accepting interim position as associate vice president in student affairs. I was concerned that too many students were not being successful because they didn't know about all the programs we had to help them. There had been some complaints about the AVP who left, and when I was asked to step in until a new AVP was found, I was happy for the opportunity to make change. There is only so much you can do working in the classroom. I thought working at the institutional level would help me do more for more students.

When I first started in the office, I noticed that the same small group of students always seemed to be involved in student activities. I worked to increase the ways that students could feel involved on campus. We also increased parent programs, so parents who had not attended Michigan State could understand more about what it would mean to be a Spartan.

Now I look forward to returning to the classroom. There is nothing like the feeling that you have helped an interested student learn something new. We owe it to all our students to give them that opportunity.

John Franklin – Questions and Answers

7. **Explain how your own experiences in education have helped shape your beliefs about educational equity.**

My mother was a teacher and always made sure that my siblings and I understood how important education was for our futures. My father was a lawyer, and we were lucky to have many educational resources in Atlanta. I received an excellent education at Emory University. I am fully aware that I had a more fortunate higher education experience that many students have. Certainly attending Princeton for my Ph.D. allowed me to experience some of the highest standards for achieving a research degree. All of this helped me understand how many of the students I worked with at Michigan State, particularly in my first five years of teaching the larger lecture classes, didn't have these advantages. As a faculty member, I always need to remember that.

John Franklin – Questions and Answers

8. **Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?**

In my own experience of higher education – first at Emory University and later at Princeton – I had an opportunity to experience some of the best in higher education in the United States. It wasn't until I got to Michigan State University, with its economically and educationally diverse student body, that I really worked with students who were not well prepared for college work. This might sound hard to believe, but frankly, it was kind of a shock. I realized that a lot of the K-12 schools my students attended had passed them on without paying attention to what they were learning. We need to have more and better national standards about this. As a country, we are falling behind others in the quality of our educational system in general.

So what I learned was to pay more attention to how prepared my students were to learn the material I was teaching. And I try to make it clear at the beginning of every class that every student can learn the material, and that I will base my grades objectively on how well each student does learn. I don't want to repeat what some of the students experienced in K-12 – not being expected to learn, and being passed anyway.

John Franklin – Questions and Answers

9. **What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?**

I think effective teaching involves understanding different learning styles and including pedagogy that involves as many of these styles as possible.

I also think it's important to provide clear verbal and written feedback to students, and to make sure you are being objective in student evaluations. We don't do students any favors, and we don't help prepare them for the 21st century work world, by just letting them "get by."

I also think that while student interests in a topic can vary, it is up to us as faculty to set the standards for what material really must be learned, and then to work hard to see that each student has an opportunity to succeed at learning that material.

John Franklin – Questions and Answers

10. **Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?**

I spent five years at Michigan State University as a member of the teaching faculty, and then spent the last two years as an administrator in Student Affairs. As you would expect, at a university serving more than 45,000 students, with about 10% coming from outside the US, every faculty member and administrator must work to improve their effectiveness with students from different ethnic and cultural groups, and we learn from the students and from each other in doing that.

We often found that students from outside the US, even given some language issues, had better educations that our domestic students. Working across these differences, and helping students learn from one another was important.

What comes to mind when you ask this question, however, is about a multicultural issue but not one involving an ethnic group per se. It is my success at working with both urban and rural students at MSU. I come from Atlanta – a very urban environment – and even while at Princeton, I spent much of my free time in New York City. Until I came to MSU, I had never actually set foot on a farm of any kind. Since Michigan State is Michigan's land grant university, it has a vigorous agricultural program, exploring some of the latest research, techniques, challenges and controversies relevant to agriculture today. While in Student Affairs, I discovered that the "Ag" students sometimes felt isolated from other parts of campus, and often didn't take advantage of all that MSU had to offer. They even avoided some classes and disciplines that would be relevant to their life experiences. I was able to build programming with the Dean and department heads to help bridge this divide. Students from rural environments reported more comfort connecting with other programs on campus. I even traveled to upper Michigan with professors from some of our science programs to talk with parents and community members. I learned a lot about current agricultural practices and the pressures on contemporary farming families. What I learned helped me to be a better administrator across other sorts of student divides and borders at MSU. And as some of our international students come from rural environments, this experience has helped me to think about things the university can do to build bridges with them as well.

The other example also comes from my time working as an administrator in Student Affairs at MSU. I was part of the group planning the Dubai MSU campus, and learned more about how we could meet the needs of diverse students through our planning process. As a faculty member, I had worked on the main campus of MSU to make sure that all students could succeed by helping each identify where he or she needed extra help. Working on our plans for the Dubai campus, however, brought up issues of policy and procedure that, if we just transplanted them directly from the main campus to Dubai, would clash with existing cultural norms and values. As a part of the planning group, I traveled to Dubai to discuss these issues, and I learned a lot about things I had not previously understood about local cultural values and norms. This has given me more understanding of how ethnic and cultural – and even urban cultural issues -- impact student learning.

GROUPS 5 & 6
University of Oklahoma faculty interviews:
Finalists Kathreen Brown and Sarah Livingstone-Funani

Kathreen Brown

BA -- University of Illinois at Urbana-Champaign
MBA, Ph.D. – University of Wyoming
Postdoc - Freie Universität Berlin
5 years teaching at IUPUI: Indiana University - Purdue University Indianapolis

From Kathreen Brown's cover letter:

"I am excited about the possibility of pursuing my research at the University of Oklahoma. I have a very good friend who recently moved from teaching at IUPUI to Oklahoma State University, and another who I met in Germany who works as a civil engineer at the Hall Engineering Group in Oklahoma City. When I saw this opening at the University of Oklahoma, and realized I could broaden and deepen my research work here, as well as build on the work I was doing at IUPUI on preparing students to succeed in a global workforce, I decided to make the move. I was particularly impressed with your mission statement, which emphasizes providing the best possible educational experience for your students through excellence in teaching, research and creative activity, and service to the state and society. That was certainly the focus of my teaching and research at IUPUI."

Kathreen Brown – Questions and Answers

1. **How would you define a diverse group of faculty, staff and students?**

At IUPUI, we talked about how important it was for student to experience a multiracial, pluralistic campus community in order for students to be ready to be useful anywhere in the world. We worked to ensure that our commitment to diversity remained among our highest priorities, and to sustain the focused effort needed to attract and retain the best faculty, students, and staff. We defined this diversity as including race and ethnicity, but also including differences in religion, in political beliefs, in values and attitudes, and in behaviors, knowledge and skills. I particularly appreciate defining diversity in a way that allows every person to see themselves as included in forming a "diverse group."

Kathreen Brown – Questions and Answers

2. **What is the importance of considering diversity as a factor when working with students?**

Each student is unique and we have to think about that both in how we teach and in the ways we structure the learning. One example of this is the importance of considering students' different learning styles and different levels of educational preparation. They are not all starting from the same place. I have always considered students' different backgrounds in my teaching and the ways I write my curriculum and choose learning activities. I know that when I was in school, for instance, I found I was a visual learner and often missed the point of lectures if I couldn't anchor them with written materials and diagrams. New technologies have really helped with this. Students that look very different from one another on the outside may have a lot in common when we look at learning styles and so doing this can sometimes "bring students together" in new ways. I think it is important to emphasize what we have in common in addition to how we are different.

Kathreen Brown – Questions and Answers

3. **Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?**

I don't really find that there is much bias in real research. Research is designed to be objective. Major journal articles are carefully vetted, and the data are objective. I work with my students to make sure that they consider the range of possibilities for any research design, but I don't encourage them to find problems where these don't exist. Some students are not familiar with objective research and they are, therefore, not satisfied with the results.

In my own research, I have not seen many proven problems with bias in the literature and research studies. Certainly, if someone were to point to a problem in my work with the way a research question was posed, or the data collected and considered in results, I would look into that. I would expect that kind of feedback from a senior researcher.

Students are often too inexperienced to recognize the complexities of designing effective research. And students cannot be expected to be experts in teaching. I think, working together, I can help them find ways that they can learn.

4. **Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the affects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations as faculty member at the University of Oklahoma?**

The first example that comes to mind happened as we gained more students from China at IUPUI, and I began to have Chinese students in my classes who had problems understanding me. And sometimes, even when a Chinese student seemed to understand me, he or she still might have problems answering a question or completing an assignment. I spoke to one of our coordinators in the International office about this, and the coordinator pointed out that if I provided more written notice of questions and assignments, the Chinese students might be more able to respond. I started to give students suggested questions that we might cover in the next class. I also provided more step-by-step directions on assignments. All the students in class responded well to this, and even the Chinese students were able to do better. What I learned from this situation, as was explained to me by the coordinator, was that when students have a language barrier with me, that their understanding of written English might be better than their understanding of spoken English. I would expect to be able to use what I learned with any students at CCNY where there might be a language barrier of some kind.

The second example I would use has to do with learning styles and preparation for learning. Of course I pay attention to whether students are visual or auditory learners. But one of the things I started to do at IUPUI was to adapt what I learned about Situational Leadership when I was studying business at the University of Wyoming to the classroom. In using Situational Leadership (which has been used since the 1970s a management tool in supervising employees), you give different levels of direction and oversight depending on an employees' "readiness." When I started teaching at IUPUI, I found that students were at different levels of readiness to learn the material. This was much more the case than what I had experienced at the University of Wyoming among my fellow graduate students and when I helped teach classes there. So I started to apply the rules of Situational Leadership in my classroom. I divided the students into different readiness groups, based on some early testing I did with them, and gave each group different amounts of direction and oversight. I has fewer problems with students after that. I think this technique would be very useful in teaching students at the University of Oklahoma, given the demographics of your student body.

Kathreen Brown – Questions and Answers

5. **How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?**

I would never do anything in the classroom because it was "politically correct." I would always ground what I was doing in the mission and vision of the University of Oklahoma for student success. Since any changes I would make would have to do with students' different learning styles and readiness to learn, and these would apply to all students, without exception, I can't see that there would be any confusion about this from my students. As far as criticism from a colleague, I am sure once I explained what I was doing, there would be no problem. All students have learning styles and different levels of readiness to learn. I am sure my department head would understand this. At IUPUI, my first department head was very much in favor of what I was doing in the classroom. He felt that it was a way to show respect for diversity. When he retired last year, we lost a true leader.

Kathreen Brown – Questions and Answers

6. **What student experiences have helped you understand what is needed to improve educational equity?**

I think it is vitally important that all students get the best chance to learn. When I started teaching at IUPUI, I found that some students in my classes had not had sufficient opportunity to do that in their K-12 classes. Some of them came from Indianapolis, which is a very diverse city and some of the schools in the poorer areas of town simply don't have the resources to provide students with a high quality education. This was also true with some of my students from other large cities in the US. This is one of the reasons I started using what I learned in business classes about Situational Leadership classes to focus on how to help students whose readiness to learn was less than what was needed. At IUPUI, we also have an office of Diversity, Equity and Inclusion (DEI) that helps faculty avoid discriminating against minority students. I have never had to talk with that office, since no student has ever filed a complaint against me. I always read the notices that come out from this office just to make sure I was aware of any new rules or guidelines. I have also attended student panels where they talked about issues of equity at IUPUI. I found these very interesting. Although the things that they mentioned were not happening in my classroom, I think it is important for all of us to be alert to the possibilities for discrimination.

Kathreen Brown – Questions and Answers

7. **Explain how your own experiences in education have helped shape your beliefs about educational equity.**

Beginning with my experiences at University of Illinois, I sought out opportunities to learn about working with differences. I did a study abroad program in Mexico, and I saw how the poverty in Mexico caused real issues in the schools. And some adults can't read at all, so they can't help their children learn. I also saw many schools that didn't have access to any technology. I can really understand why parents in Mexico might want their children to go to school in the US. This experience also helped me have more understanding and tolerance for some of my students at IUPUI whose parents had come from Mexico.

Another experience happened after I completed my Ph.D. at the University of Wyoming. I was fortunate to obtain at postdoc at Freie Universität Berlin. Germany has many excellent schools and all of the students I studied with were very well prepared for the work we were doing together. I think that what I learned there about equity is that it needs to start at the earliest time possible for it to be effective. Germany puts many resources into its K-12 schools, at least where I was studying. I believe it is a strong cultural value that they hold. We toured one school while we were there that had state of the art technology, and you could see how any student who graduated from there would be very well prepared for any college or university, even one in the United States.

Kathreen Brown – Questions and Answers

8. **Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?**

Where I grew up in the farming country of Illinois, there was not a lot of difference in the kinds of education each of us got in our elementary, middle and high schools. I guess I used to have the belief that if a student did not do well in school, it was because the student was not working hard enough or because the parents did not make their child work hard. Where I lived, I knew very few students who didn't do OK in school, and those few were the "bad apples" who everyone knew had problems. My perspective changed when I did a study abroad program in Mexico, and I saw how the poverty in Mexico caused real issues in the schools. I also saw many schools that didn't have access to any technology. This experience also helped me have more understanding and tolerance for some of my students at IUPUI whose parents had come from Mexico.

During the time of my postdoc in Germany, I saw how important a cultural tradition of learning was, and how important it was to have the same high standards for all students in the classroom. This led me to start a practice of designing a "culture of learning" in my classes. I emphasize helping students meet the high standards in my classroom by working with their various learning styles and levels of readiness. I begin each class by exploring the learning styles of my students, and also work to identify their levels of readiness so that each student can have the best chance to learn.

Kathreen Brown – Questions and Answers

9. What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?

I really don't think that the curriculum in the classroom needs to change for any group of students because we are in the classroom to master a particular body of knowledge. I do think that the learning activities should be geared to the students' learning styles. Over my years of teaching at IUPUI, I have developed a varied set of materials that include different ways to get the material across to students with the different styles. I include diagrams and tables for the students who are visual learners, for example, and I made sure that we have plenty of time for discussion for the auditory learners. And for those students who need to do "hands on" practice, I always have activities.

Another thing I believe is critical is that we help students learn by applying principles to dealing with issues of readiness. I took what I learned in Situational Leadership when studying business at the University of Wyoming and adapted it for my classroom teaching. I vary the amount of oversight and direction I give each student, and the amount of autonomy students have, based on the students' levels of readiness to learn. I believe that since many of our students will go on to work in the corporate world, it is important that they become familiar with the tools their supervisors may use to work with them. When they are "new" employees working for a company, some students will need high levels of direction and little autonomy, while others will need little direction and can deal with high levels of autonomy. This works in my classroom, and I expect students to adjust and learn accordingly. It will help them later when they move out into the world of work.

10. **Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?**

Beginning with my experiences at University of Illinois, I sought out opportunities to learn about working with diversity. As I explained previously, I did a study abroad program in Mexico to practice my Spanish, and ended up learning much more about the large country on our Southern border. I was in Mexico City for four months altogether and gained a new and deep appreciation for Mexican history and culture. At first, I did not even understand that Mexico was a large country. I was surprised to find that in Mexico City, my Spanish was not well understood, but that many people could understand English. I was surprised that I couldn't drink the water, and that some places were very dirty. I really did not understand the economics of running a city as big as Mexico City. I was used to the Midwest, and Chicago always seemed to me to be very large. Mexico City is about three times as large as Chicago! I was there long enough that I became comfortable in an environment where there were different languages being spoken all around me, and where I did not always understand what was being said. Fortunately, people in Mexico City are used to international visitors, so there were not as many awkward moments as I thought there might be. It was a good stretch for me to be there.
If I hadn't had this experience, I don't know whether I would have applied for my postdoc in Germany. And Germany was so much easier for me to deal with because of the experiences I had in Mexico City. At IUPUI, I often had international students in my classes. The single largest group of international students there is from China. These students and I sometimes struggled with language and cultural barriers. Since I had done study aboard in Mexico and the postdoc in Germany by the time I had started at IUPUI, I knew that these were real differences that as a faculty member I needed to take seriously, and do my best to "bridge the gaps" to encourage learning.
I think I did this well. I often asked students in class if they had any problems with what I was asking or with assignments and no one ever said that he or she was having a problem. I made sure that each international student was paired with a well prepared student from the United States, so that we could minimize any language issues, and I also handed out feedback sheets in class so students could ask questions or suggest changes if they wanted to do so.

Sarah Livingstone-Funani
BA, MA – Cornell University
Ph.D. – Columbia University
5 years teaching CUNY, Medgar Evers College, College of Freshman Studies

From Sarah Livingstone-Funani's cover letter:
"I have a passion for helping create learning success for students. My husband and I are both dedicated to doing this. He has just accepted a position at Oklahoma City Community College in the Chemistry department. I am very interested in contributing my research and teaching experience as a faculty member at the University of Oklahoma."

Sarah Livingstone-Funani – Questions and Answers

1. How would you define a diverse group of faculty, staff and students?

I found the academic environment at Cornell to be very homogenous and not conducive to exploring all that diverse views of students in class. I was fortunate to have pursued my doctoral education in New York City. At Columbia, the diversity of our faculty, our staff and our students was such that dialogues could be rich and layered. I think differences in ethnicity, in gender, in languages, in countries of origin, in socio-economic background, religious traditions and beliefs, family situations – all of these and others lead us to develop different skills, ways to communicate, world views, and ways of learning. The diversity that is important is the diversity of ideas that can help us all move in new directions in education. We are not all the same; we have not had the same opportunities and challenges; we do not all have the same areas of success and failure in our experiences. I think a diverse faculty is one that includes many differences in experiences, and one whose members work with one another inclusively, build on each other's strengths, and honor the need to make space for students to do the same. Diversity among the staff and faculty, if it leads to appreciation and cultivation of our different ways to live in the world, can help us shape the best learning environments for all our students. This is particularly true when we realize that our perceptions are always shaped by our cultural programming. In addition, not all differences are not visible. A student body is often diverse in ways you cannot see. You can see skin color differences, and hear differences in accents and dialects, and see differences in body language. Even when those don't appear to be present, each student brings a unique set of experiences to campus and to the classroom. It is our responsibility as faculty to welcome the "whole student" to our classroom learning environments, and build on what they are bringing to us.

Sarah Livingstone-Funani – Questions and Answers

2. What is the importance of considering diversity as a factor when working with students?

Each student needs to believe that the faculty member actually sees them as a unique individual. A student is not a number or a unit of tuition, and yet I think many students, when they start college, and especially if they did not have a highly successful high school experience, and often even they did, don't feel like it matters to the faculty member whether a particular student is in class or not. How can they invest in learning if they don't believe we are invested in them? We need to focus on students learning the curriculum by building on the strengths each student brings to each class. I have had classes teaching writing (volunteering in the Writing Across the Curriculum project at Medgar Evers College) where many students where challenged in their writing skills, but their abilities to imagine and to create were stunning. I have taught classes where a particular student who had not had the advantage of what we would call a high quality K-12 education, was able to envision sets in multiple dimensions and how they worked. In way that was profound, she could often already "see" the answer. I have taught other classes where the students were able to master the basics of the material, but it was not alive for them. Each class brings a different mix, and I believe the role of an effective faculty member is to identify and build on the strengths, search out the areas that are limiting or blocking learning, and modify the classroom process and class work to remove the blocks, and build on all the potential in the room. This is vital in education. Far too many students have been discouraged in studying any discipline, and yet many still have the curiosity and interest, if we can just harness it in class.

Sarah Livingstone-Funani – Questions and Answers

3. Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?

One of the reasons I wanted to teach at Medgar Evers was because they made it clear, in seeking students and faculty, that they wanted to push the limits on how we can work together in creating learning environments. They repeatedly emphasized that their school was for all members of the community. They recruited faculty from diverse backgrounds and worked on ways these diverse voices and experiences could inform each other, as well as the curricula and pedagogy used in the classroom. I worked with very diverse groups of faculty and students there and I don't think a day went by when I didn't learn something new about how issues of

perceived race, ethnicity, nationality, color, language and gender, not to mention socio-economic class, affect how we view research, as well as the way we recognize and respect members within a diverse team. I was not only able to see the impacts of our work on the very diverse populations in the NYC area; I was also able to experience the value of working with colleagues from many different disciplines. I would say that my time at Medgar Evers changed both my expectations for myself as a teacher, scholar and researcher – so that now I preferentially seek out diverse colleagues in my discipline -- but it also reconfirmed my belief that we need to attract and retain all our best students from a variety of backgrounds if our work in the academy is to be worthwhile as well as excellent.

Sarah Livingstone-Funani – Questions and Answers

4. Please provide at least two examples of times when you have altered or changed your curriculum or pedagogy because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation? How would you expect to apply what you learned from these situations to a faculty position at the University of Oklahoma?

The first example that comes to mind is when I was a graduate student at Columbia and volunteering in the Writing Across the Curriculum project at Medgar Evers College. This is actually how I became acquainted with MEC, where I went on to teach after finishing my doctorate. The idea behind WAC was to learn by writing and some of the students I worked with had never actually tried to write about what they were thinking. The only writing some had ever done was writing assignments that required little imagination and no personal opinions. I was working with the students on technical writing, which is as much or more of a challenge for students who have never seen themselves as capable in any area of technology. More than a quarter of the students at MEC were born outside the U.S., and had English as a second or third language. For a combination of reasons, writing has always come easily to me, so it took me a while to understand that beyond just a lack of familiarity with technical writing, there were other factors getting in the way of the learning. At first I thought it would be easy to get students to write about their own thoughts on technology; after all, the media are full of “controversies” in this area. After trying some initial ideas, and after having some conversations with the students, I realized that the students were blocked by believing that their own thoughts were not valuable, and that if they could not write perfectly, they should not write about anything, even though it was clear that they had opinions.

I did some digging and came up with some copies of first draft writing from both famous writers and from colleagues of mine. I had several examples of early drafts that changed radically before they was published. I think it surprised some students that people who were published had struggled with words, with punctuation, and sometimes even with spelling. They were also

surprised to find out about the role of editors in having books and papers published. I had students pair up, and one would interview the other about their thoughts on a subject, and the interviewer would write what he or she heard, and the interviewed student would get to correct and edit the writing. Then I had students practice writing about a subject as a kind of editorial opinion, and then each student would have to submit that writing to another student, an editor, and together they would shape the writing depending on the intended audience. We even set up a blog to post student writing. Some students that struggled at first to write did know how to set up the technology. Other students produced illustrations for the writing. It was exciting to have the writing and the students come alive in WAC.

At the beginning of this process, I thought I may have made a mistake in agreeing to work in the Writing Across the Curriculum project. It ended up being one of my first important lessons as a teacher – that finding out what is blocking the learning is one of the keys to working with any group of students, because no group of students is composed of people "just like me." In the diversity in the classroom there is tremendous strength, and we just need to find that strength, in every class, every time. I would bring this experience with me in every one of my classrooms at the University of Oklahoma.

A second example comes from my first year as a regular faculty member at Medgar Evers College. If you look out into any classroom at Medgar Evers, you are likely to see that the vast majority of faces looking back at you are black. And yet, the diversity inside of even that seeming similarity is amazing. I had students who were born and raised in the New York City area, of course, and I also had students from Haiti and other countries in the Caribbean, students from Puerto Rico, and students from countries in Africa, as well as students from South and Central American countries. I had to learn NOT to assume similarity because of skin color. I had to work to understand how each student brought his or her own background and attitudes into class, and that these were very often not similar to one another. In addition, the student body at MEC is about 70% female, and sometimes gender roles across that number of cultures helped shape attitudes about who should study what, and who can be a scholar in which areas. As is so often the case in K-12 education, young women I worked with were very interested in some careers but reluctant to go into them because they had been taught to see that field as "male."

My first semester teaching at Medgar Evers, I assumed that students understood more about the diversity in class than I did, and that I could just move forward with the subject matter. I learned that I needed to spend time at the beginning of the semester bringing out some of the different ways that students thought about the subjects we were exploring. I also introduced students to some biographies of those in our discipline from around the world. I attempted to use examples from all the students' home countries. That time ended up being very valuable in helping the students see how varied a group scholars and researchers are, and to see that

diversity as a strength in our own classroom. Students could talk about how what they were learning was or was not something they ever expected to study, and they could point to role models from our work. These discussions were very informative both for me and the students. I built time into the curriculum to identify how knowledge in our discipline is used out in the "real world" based on what the students told me they were interested in doing. And as a part of every semester exam, students had to comment about how they had learned to think about the value, in their own lives, of the subjects we had studied.

While this approach took some time, it ultimately saved time and advanced the learning for all the students. Test scores improved, participation in class improved, and the questions students would ask in class got much better. What I will bring from my experience at Medgar Evers to the University of Oklahoma is the belief that building this level of communication and respect for difference in the classroom is both worth the time and effort, and critical to student learning and retention.

Sarah Livingstone-Funani – Questions and Answers

5. How would you respond to criticism from a student that changes you had made to accommodate the diversity in the classroom were just being made because you felt a need to be politically correct, and had no real impact on learning? How would you respond if such a critique were coming from a colleague? What if a similar critique where coming from a department head?

I think that students can respect changes made in the classroom if they understand the change, and why it is happening, and if they see everyone in class being held to a similar standard for excellence in learning. My experience is that students may sometimes ask for exceptions to the rules, but they respect fairness – both in giving each student a fair chance to succeed and in holding each student to a fair standard. And taking the time to understand the student's concern is critical.

I think it is worth it to take the time to explain what is happening. After all, if we can't as faculty explain why we are doing something - making a certain change, or trying a new approach - maybe we don't have a good reason for it. I can remember that sometimes students at Medgar Evers College would question class arrangements which were different for students who had different first, second and third languages. The students who questioned these were usually students who had only one language. I devised an assignment where students in groups were given simple children's book in a language they did not know, and I had each group translate the book, then check the translation with someone in the class or in the college who spoke the language. Students gained a new appreciation of the difficulty, even with simple words, of translating ideas. It helped everyone understand the class arrangements.

If a colleague were to be critical of an arrangement in one of my classes, I would first want to understand what his or her objection was, and whether he or she understood correctly what was being done in class. Sometimes rumors that have no real basis in fact end up creating this kind of critique. Then I would do my best to explain what was happening and why, and the connection the change had to increasing the learning for all students. I have to say that faculty at Medgar Evers were much more of a help than a hindrance with this. It is a very creative group of people, and I got a lot of encouragement to find ways to build success for every student. In fact, meeting some of the faculty at Medgar Evers when I was a graduate student at Columbia, and listening to them talk about the work they were doing with their students, was one of the reasons I decided I wanted to teach there.

My experience at Medgar Evers also colors how I would respond to a department chair. The two department chairs I worked with were each helpful in critiquing my work, and each often had ideas to improve changes I was making. I assume that, barring misunderstandings, department chairs at the University of Oklahoma are as interested in student learning as I am, and I think that changes to enhance learning in order to accommodate the range of differences in the classroom would be expected and appreciated.

Sarah Livingstone-Funani – Questions and Answers

6. What student experiences have helped you understand what is needed to improve educational equity?

First of all, my experiences as a graduate student in the Writing Across the Curriculum project at Medgar Evers gave me a deep appreciation of the damage we can do when we don't provide adequate K-12 schooling for all students. So many students I taught came from educational environments where they had to fight for the right to learn. Equity is about giving each student a fair chance, and we so often do not do that in K-12 schools. And since many students who are struggling come from homes with few additional resources for learning, it is critical that we do the best we can in schools – building learning environments where students feel safe and where they can grow. I served on several community boards to work on this in Brooklyn and I started doing that when I was still a graduate student. I have seen too many bright and talented students struggle with family burdens, lack of educational preparation, work demands, and other challenges I did not have to face in school. So many of them still persevere and do well. I believe we owe all students our best efforts to help them, and we must always be aware when our own stereotypes are getting in the way of seeing their strengths.

Sarah Livingstone-Funani – Questions and Answers

7. Explain how your own experiences in education have helped shape your beliefs about educational equity.

I have been fortunate to have pursued my doctorate in New York City. At Columbia University, the diversity of our faculty, our staff and our students was such that there were opportunities, if you wanted to talk advantage of them, to learn a lot about working with and benefiting from the diverse life experiences, and to build a clearer perspective on how your own beliefs evolved. I think differences in ethnicity, in gender, in languages, in countries of origin, in socio-economic backgrounds, religious traditions and beliefs, family situations – all of these and others lead us to develop different skills, ways to communicate, world views, and ways of learning. Too often, I think, our traditional ways of educating have neither appreciated and nor built on the strengths in this diversity. We frequently act we don't understand that we can all *see* more if we learn from *what each of us is seeing*. We often act as if all knowledge is "objective" and yet we often "do not see what we do not believe."

My own family always encouraged us to learn about differences among people, and how when people see things differently, they can create in beautifully diverse ways. My mother was in the theatre in NYC, and my father was a professor at Columbia – a sociologist. They made sure that my brother and I were aware of the rich cultural heritages within the city, and we visited museums and neighborhoods to understand how the different groups of immigrants became members of communities. New York is such a city of neighborhoods, and it completely possible to never venture outside your own neighborhood and never get to know those around you. My parents made sure that we understood both the diversity within our environment and the politics and histories of the various groups. This was also reinforced in the K-12 schools we attended. I think without this background, I would not have had the courage to apply for a faculty position at Medgar Evers College. In fact, I would probably not have volunteered for the Writing Across the Curriculum project, which led me to develop professional relations with the faculty there.

It is from all of this that I have come to believe in the value each student brings to the the pursuit of learning in the classroom, and the complexity and richness that comes from understanding that value and using it to enhance learning for all students.

8. Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes. What would you do differently now based on how your beliefs and values about educational equity have changed over time?

My own family always encouraged us to learn about differences among people. As I mentioned, my mother was in the theatre in NYC, and my father was a professor at Columbia – a sociologist. They made sure that my brother and I were aware of the rich cultural heritages within the city, and we visited museums and neighborhoods to understand how the different groups of immigrants became members of communities. My parents made sure that we understood both the diversity within our environment and the politics and histories of the various groups.

I can remember when I was very young wondering why my parents made such a big deal of visiting other parts of the city, and why even on vacations outside the city, we needed to study and talk about the cultures and people wherever we were. As a child with few obstacles to my own success, I didn't always appreciate learning about the facts of the "uneven playing field" that existed for others. And certainly many of my classmates in K-12 did not have parents that insisted on this type of learning. Still, the older I got, the more I began to appreciate how these differences played out in the classroom. I had a very diverse group of friends and I could see how we were treated differently, often based on stereotypes others had of us. I slowly became aware of the importance of understanding the cultural and historical issues that shape a community, particularly when you are teaching the students from different communities.

This background was one of the reasons why I pursued the Ph.D. And I think without this background, I would not have had the courage to apply for a faculty position at Medgar Evers College. In fact, I would probably not have volunteered for the Writing Across the Curriculum project, which led me to develop professional relations with the faculty there.

I have been fortunate to have pursued my doctorate at Columbia. I had many opportunities to relearn that differences in ethnicity, in gender, in languages, in countries of origin, in socio-economic background, religious traditions and beliefs, family situations – all of these and others lead us to develop different skills, ways to communicate, world views, and ways of learning. Too often, I think, our traditional ways of educating have not seen or appreciated the strengths in this diversity. I have spent a good deal of time in the last five years improving my own skills in educating across cultural and community differences. There is always more to learn, of course, and I expect that I will continue to strengthen my teaching skills as well as my depth of knowledge in my discipline at the University of Oklahoma.

Sarah Livingstone-Funani – Questions and Answers

9. What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?

I think it is vital that faculty know their subject matter, of course, including the current research and applications in the real world. And I think we need to learn to be honest with students about how what we teach is used out in the world, and the importance of mastering the skills we teach. The more diverse experiences and educational successes of our students, the more important it is that each student understands both the immediate and eventual value of the time he or she is spending learning the material. Seeking a career or developing an art is not a sprint; it is a marathon. We need to encourage each of our students, in whatever he or she has a passion for learning, to see all the classes, writing, reading, and discussion as parts of the foundation in their education.

I think it is critical that faculty become aware of their own stereotypes about different groups. We all have stereotypes since we grow up in cultures that characterize groups of people in specific ways. Sometimes we can be unaware of assumptions we are making based on old ideas and old experiences, as well as stereotypes, and we need to listen carefully to anyone with the courage to suggest we might be making mistakes in our assumptions.

I also believe that effective teachers look for strengths that each student brings to the classroom. It is easy to see strengths in the students that do well in traditional educational settings. All students bring imagination, creativity and intelligence into the room. Students may also bring disappointment, discouragement and cynicism into the room. We have to try to see beyond these to what the student can do. I also think that we need to remember as faculty that our goal is to create an environment where all students can learn. We can't necessarily make them learn, but we can try to remove roadblocks and open new ways to learning. So we need to be flexible in our planning and be open to trying new approaches. We need to learn from one another, so that valuable new ways to teach are passed along.

10. Please give us one or two examples of times when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?

The first example that comes to mind is one I have already mentioned -- when I was a graduate student at Columbia, and was working in the Writing Across the Curriculum project at Medgar Evers College. More than a quarter of the students at MEC were born outside the U.S., and had English as a second or third language. I was born in the US, and grew up in a "word-rich" family where reading and writing in English were encouraged. I was taught from an early age that my opinion mattered, and writing has always come easily to me. It took me a while to understand what was getting in the way of the learning in my WAC classroom. I had to learn how the differences between a privileged upper middle class white environment and other environments where students do not get skin color, ethnicity or class privilege, affect students beliefs about as well as their skills in writing. At first I thought it would be easy to get students to write about their own thoughts. After trying some initial ideas, and after having some conversations with the students, I realized that the students were blocked by believing that their own thoughts were not good enough, and that if they could not write perfectly, they could not write. I talked with several more experienced faculty in the WAC program, as well as other colleagues at Medgar Evers. (In fact, one of those colleagues – Dr. Thomas Funani – and I are now married.) Their suggestions were very helpful. They helped me find some copies of first draft writing, with corrections all over them, by some of my colleagues at Columbia. I think it surprised some students that published authors struggled with words, with punctuation, and sometimes even with spelling. A couple of these colleagues agreed to come speak to the students about learning "to write like a scholar." Students interviewed these speakers and wrote up the interviews. I had students pair up, and one would interview the other about their thoughts on what was discussed. Then the interviewer would write what he or she heard, and the interviewed student would get to correct and edit the writing. We even set up a blog to post student writing, called "Getting Thoughts and Words Together."

At the beginning of this process, I was very discouraged and I thought I may have made a mistake in agreeing to work in the Writing Across the Curriculum project. It ended up being one of my first important lessons as a teacher – that finding out what is blocking the learning is one of the keys to working with any group of students, because no group of students is composed of people "just like me." In the diversity in the classroom there is tremendous strength, and we just need to find it, in every class, every time. That's what I would bring to the University of Oklahoma.

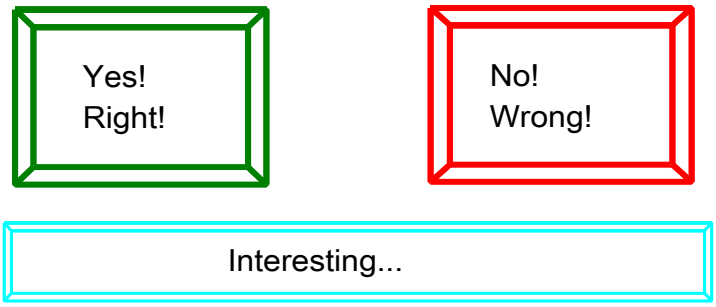
The teaching I did at Medgar Evers exposed me to my own biases about skin color -- looking out at my class and seeing almost all dark faces – various shades of black and brown skin – and assuming much more similarity than was there. I can remember thinking that almost all my students were African American. And of course, some of them were. I had students who were born and raised in the New York City area, of course, and I also had students from Haiti and other countries in the Caribbean, from Puerto Rico, and students from countries in Africa, as well as students from South and Central American countries. I had to learn NOT to assume similarity because of skin color. I had to work to understand how each student brought his or her own background and attitudes about our subject into class, and that these were very often not similar to one another. I also had to learn that many of the students carried the same assumptions about similarities and differences about each other. My own assumptions preventing me from seeing or understanding this at first.

This background is critical to how I approach teaching and learning at a multicultural, multi-class and multiethnic environment. Everything we learn about how we see the world and the people in it, including the ways we have been taught to privilege some people over others based on color, ethnicity, class and gender, affects how we approach, respect, include and teach our students. How well do we listen and to whom? How much space do we give others to speak? How much do we credit what they say, particularly if what they say is spoken in what we think of as an accent? I have learned much from my partner, Thomas Funani, and his experience being South African and American, as a student in the US, and as a faculty member in the CUNY system. I was fortunate to have had some opportunities at Medgar Evers to learn some basics about this. I look forward to bringing this experience to the University of Oklahoma.

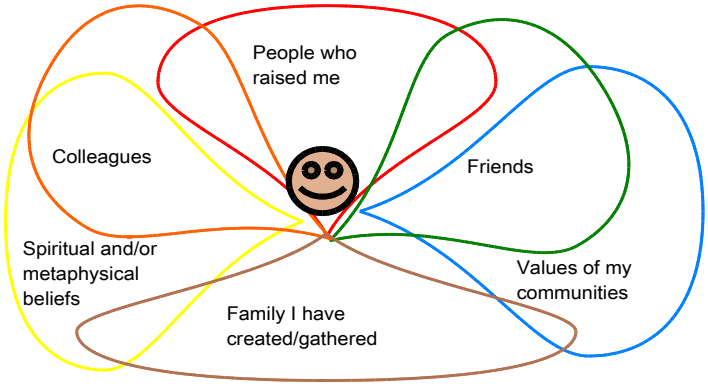
Applying the Three Domains of Learning to Hiring

A Summary by Cris Clifford Cullinan, Ph.D.

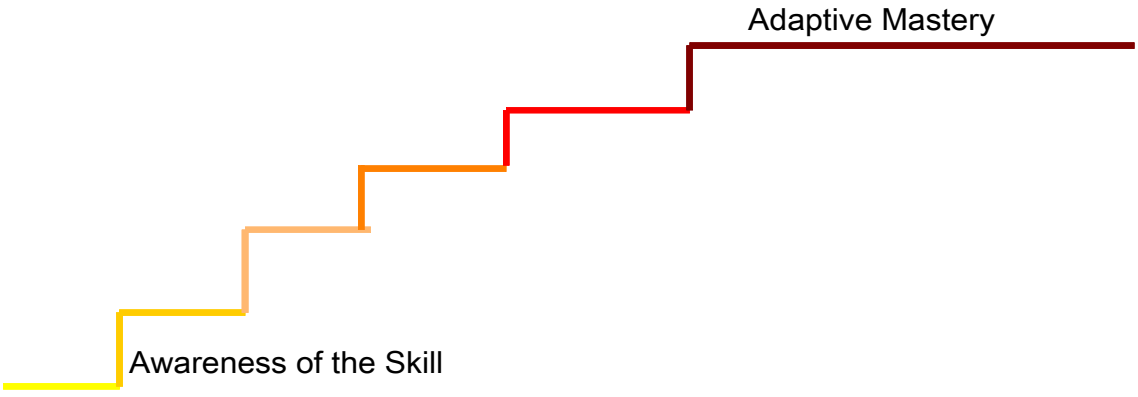
Cognitive Domain: Facts and Information

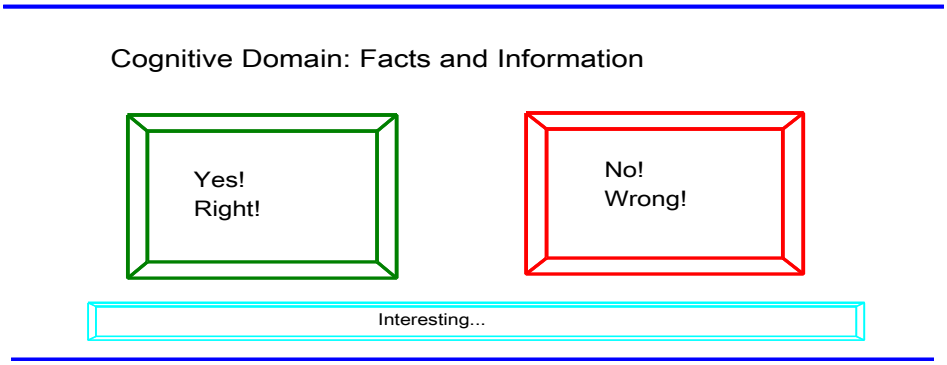


Affective Domain: Feelings, Values, and Attitudes



Skill Building Domain





Level 1: GETTING IT - The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, and refer to them when appropriate.

Level 2: UNDERSTANDING IT - The applicant understands what he or she has acquired well enough to explain in it others.

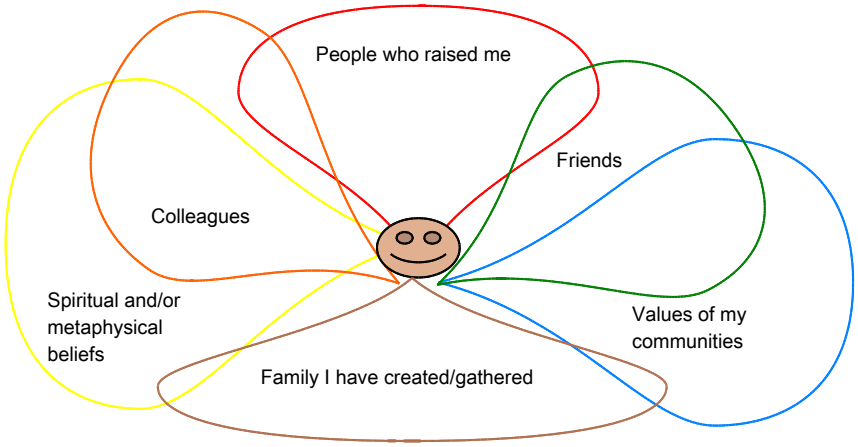
Level 3: APPLYING IT - The applicant can apply the cognitive information appropriately in answering questions.

Level 4: ANALYZING IT - The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenario or role play situations.

Level 5: RECOMBINING IT - The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations.

Level 6: EVALUATING IT - The applicant can evaluate the knowledge, facts, theories, etc. using appropriate standards to judge their usefulness and importance.

Affective Domain: Feelings, Values, and Attitudes



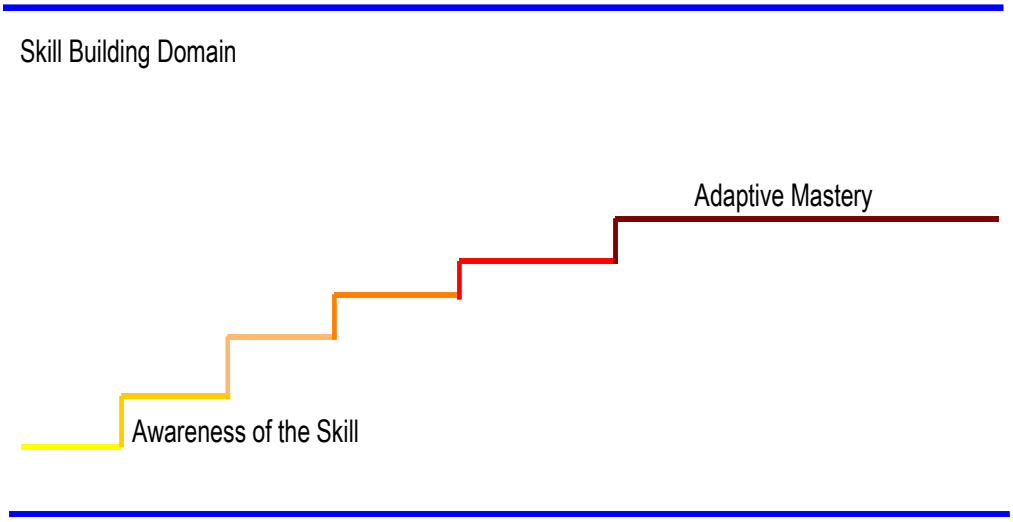
LEVEL 1: RECEIVING - The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.

LEVEL 2: RESPONDING - The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.

LEVEL 3: VALUING - The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.

LEVEL 4: SELF-EVALUATION - The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.

LEVEL 5: INTERNALIZATION - The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.



LEVEL 1: PERCEPTION OF THE SKILL - The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.

LEVEL 2: READINESS TO ATTEMPT THE SKILL - The applicant can explain what was necessary to prepare for performing the skill.

LEVEL 3: GUIDED PRACTICE - The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.

LEVEL 4: SIMPLE MASTERY - The applicant can give examples of times when he or she has used the basic skill.

LEVEL 5: COMPLEX MASTERY - The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.

LEVEL 6: ADAPTIVE MASTERY - The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.

Designing Hiring Questions using the Domains of Learning

Question Analysis Charts **Template**

Knowledge, value or skill being evaluated*:*_____

_____

Cognitive Domain	Question	Level of Learning needed?
1. Getting it – The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, or refer to them when appropriate.		
2. Understanding it – The applicant understands what he or she has acquired well enough to explain it to others.		
3. Applying it – The applicant can apply the cognitive information appropriately in answering questions.		
4. Analyzing it – The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenarios or role play situations.		
5. Recombining it – The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations.		
6. Evaluating it – The applicant can evaluate the knowledge, facts, theories, etc, using appropriate standards to judge their usefulness and importance.		

Knowledge, value or skill being evaluated:_____
_____

Affective Domain	Question	Level of Learning needed?
1. Receiving – The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.		
2. Responding – The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.		
3. Valuing – The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.		
4. Self-evaluation – The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.		
5. Internalization – The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.		

Knowledge, value or skill being evaluated:_____
_____

Skill Building Domain	Question	Level of Learning needed?
1. Perception of the skill – The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.		
2. Readiness of attempt the skill – The applicant can explain what was/is necessary to prepare for performing the skill.		
3. Guided practice – The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.		
4. Simple mastery – The applicant can give examples of times when he or she has used the basic skill.		
5. Complex mastery – The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.		
6. Adaptive mastery – The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.		

Designing Hiring Questions using the Domains of Learning

Question Analysis Charts Examples

Knowledge, value or skill being evaluated: *knowledge to work effectively and respectfully with a diverse group of faculty, staff and students*

Cognitive Domain	Question	Level of Learning needed?
1. Getting it – The applicant has acquired knowledge, facts, theories such that he or she can read them, quote them, or refer to them when appropriate.	*How would you define a diverse group of faculty, staff and students?*	
2. Understanding it – The applicant understands what he or she has acquired well enough to explain it to others.	*What is the importance of considering diversity as a factor for the person in this position?*	
3. Applying it – The applicant can apply the cognitive information appropriately in answering questions.	*Please give an example of when you have changed or altered your approach to research or teaching based on your knowledge and awareness of underserved or underrepresented populations, and/or underreporting of relevant data stemming from explicit or implicit bias?*	
4. Analyzing it – The applicant can analyze the information, break it into its component parts and consider the relationship between these parts, and use this analysis to respond to scenarios or role play situations.	*Please provide at least two examples of times when you have altered or changed your practice because of the diversity of the group with whom you were working. What changes did you make? Did they have the effects you hoped for at the time? What did you learn from each situation?*	
5. Recombining it – The applicant can synthesize the component parts of the information in new ways, so as to arrive at new knowledge, understandings or applications, and can demonstrate this in responding to questions or scenario situations.	*(same question as above with an additional question)* *How would you expect to apply what you learned from these situations to the position for which you are applying?*	
6. Evaluating it – The applicant can evaluate the knowledge, facts, theories, etc, using appropriate standards to judge their usefulness and importance.	Using question under #5, add: *How would you respond to a criticism from a student that you are just making such changes in order to be politically correct?* *What if the criticism was coming from a colleague? From a department head?*	

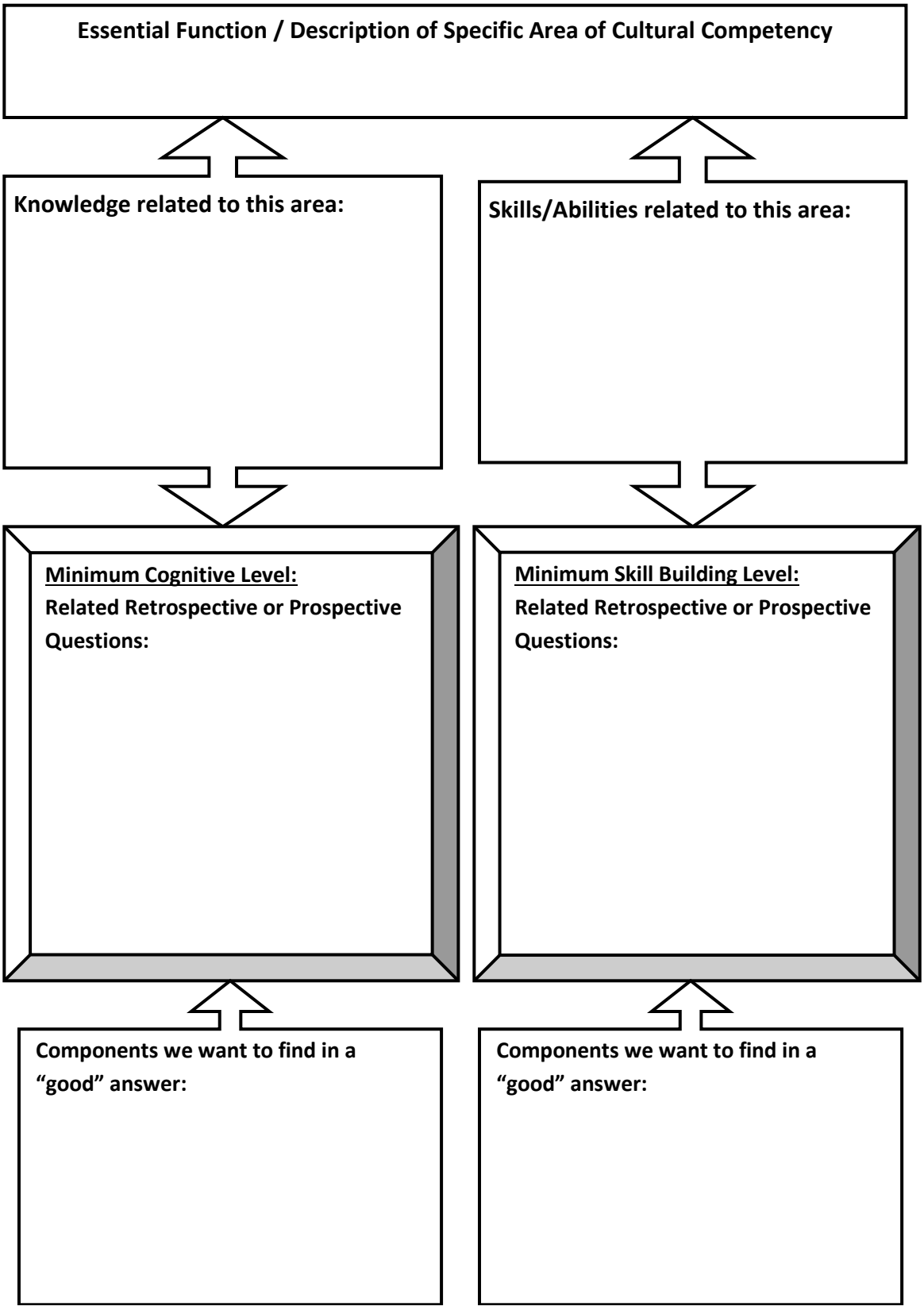
Knowledge, value or skill being evaluated: placing a high value on equity in educational opportunity -- that all students have the support they need to be successful

Affective Domain	Question	Level of Learning needed?
1. Receiving – The applicant can provide examples of when he or she has been willing to listen and hear about the experiences, values, beliefs or feelings of others.	*What student experiences have helped you understand what is needed to improve educational equity?*	
2. Responding – The applicant can provide examples of when he or she has been willing to talk about her or his own experiences, values, beliefs or feelings.	*Explain how your own experiences in education have helped shape your beliefs about educational equity?*	
3. Valuing – The applicant can provide examples of when he or she has been willing to examine different ways to interpret or see the same experience, and of exploring the worth of other perspectives.	*Please provide examples of how your beliefs around educational equity have changed over time, and what factors have influenced those changes.*	
4. Self-evaluation – The applicant can provide examples of when he or she has gained new understandings and insights from exploring these new interpretations or perspectives, and can describe how his or her behavior was or could be different as a result.	Same question as #3 and then add: *What would you do differently now based on how you beliefs and values about educational equity have changed over time?*	
5. Internalization – The applicant can provide examples of how new, different and/or reorganized beliefs and values based on new experiences, knowledge and/or understandings have changed his or her behavior.	A combination of #3 and #4, adapted as a reference question, would likely be the best way to explore this area.	

Knowledge, value or skill being evaluated*: skills at choosing pedagogy and curriculum appropriate to a diverse group of students*

Skill Building Domain	Question	Level of Learning needed?
1. Perception of the skill – The applicant is aware that there is a particular skill or set of skills involved in doing a particular act.	*What skills do you see as necessary when choosing curriculum and learning activities for a diverse group of students?*	
2. Readiness of attempt the skill – The applicant can explain what was/is necessary to prepare for performing the skill.	Added to question #1: *What experiences in your background have led you to develop these skills?*	
3. Guided practice – The applicant can give examples of beginning to practice the skill, getting feedback and learning to improve.	*Please give us one or two examples of attempts you made in the past to modify curricula or learning activities to meet the needs of a diverse student group which did not work as planned. Explain how you discovered that these were not working, and what you learned as a result.*	
4. Simple mastery – The applicant can give examples of times when he or she has used the basic skill.	*Please give us three examples of ways you have modified curricula or learning activities to fit the needs of a diverse student group, and what you learned in each case.*	
5. Complex mastery – The applicant can provide detailed examples of opportunities he or she has had to use the skill in difficult situations, what he or she did in those situations, and what was learned from those experiences.	Two suggested approaches here: 1) use question #4 and add the detail about difficult situations; and/or, 2) provide the applicant with a syllabus and the description of the students in class, and ask how he/she would change the syllabus and why.	
6. Adaptive mastery – The applicant can provide detailed examples of using the skill well outside of a controlled setting and of correcting his or her own behavior and/or taking initiative to get the needed instruction.	*Please give us one or two examples when you were asked to work with a group of students who were different in ways in which you had little experience. What resources or other experiences did you use to gain the skills needed to work effectively with this group? How would you evaluate your success? What might you do differently now?*	

Question Generator: Template



Question Generator: Example 1

Essential Function / Description of Specific Area of Cultural Competency

Designing curriculum and choosing assignments and activities that have the best chance of increasing the learning among a diverse group students

Knowledge related to this area:

- *students from diverse backgrounds may approach subject matter differently*
- *a student's learning style matters*
- *building an inclusive classroom learning environment is an ongoing active process*

Skills/Abilities related to this area:

- *skill in incorporating different learning styles into an assignment or activity*
- *ability to discuss and build on the views of diverse students in approaching the subject matter*
- *skills in evaluating learning with students starting from different backgrounds in the subject*

Minimum Cognitive Level:
Related Retrospective or Prospective Questions:

Minimum Skill Building Level:
Related Retrospective or Prospective Questions:

Components we want to find in a "good" answer:

Components we want to find in a "good" answer:

Question Generator: Example 1 – Designing Appropriate Questions

Essential Function / Description of Specific Area of Cultural Competency

Designing curriculum and choosing assignments and activities that have the best chance of increasing the learning among a diverse group students

Knowledge related to this area:

- *students from diverse backgrounds may approach subject matter differently*
- *a student's learning style matters*
- *building an inclusive classroom learning environment is an ongoing active process*

Skills/Abilities related to this area:

- *skill in incorporating different learning styles into an assignment or activity*
- *ability to discuss and build on the views of diverse students in approaching the subject matter*
- *skills in evaluating learning with students who are starting from different backgrounds in the subject*

Minimum Cognitive Level: 3

Related Retrospective or Prospective Questions:

- ***What have you learned from your past experience about how a student's background or past experiences with subject matter affects his/her ability to learn?***
- ***What would you do here to build an inclusive learning environment, given the diversity of our student body?***

Minimum Skill Building Level: 4

Related Retrospective or Prospective Questions:

- **Please discuss two examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect students' learning? How did you evaluate this?**

Components we want to find in a "good" answer:

Components we want to find in a "good" answer:

Question Generator: Example 1 – Components of a good answer

Essential Function / Description of Specific Area of Cultural Competency

Designing curriculum and choosing assignments and activities that have the best chance of increasing the learning among a diverse group students

Knowledge related to this area:

- *students from diverse backgrounds may approach subject matter differently*
- *a student's learning style matters*
- *building an inclusive classroom learning environment is an ongoing active process*

Skills/Abilities related to this area:

- *skill in incorporating different learning styles into an assignment or activity*
- *ability to discuss and build on the views of diverse students in approaching the subject matter*
- *skills in evaluating learning with students who are starting from different backgrounds in the subject*

Minimum Cognitive Level: 3

Related Retrospective or Prospective Questions:

- ***What have you learned from your past experience about how a student's background or past experiences with subject matter affects his/her ability to learn?***
- ***What would you do here to build an inclusive learning environment, given the diversity of our student body?***

Minimum Skill Building Level: 4

Related Retrospective or Prospective Questions:

- **Please discuss two different examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect students' learning? How did you evaluate this?**

Components we want to find in a "good" answer:

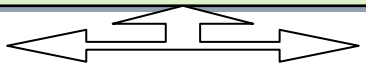
- ***Specific examples of learning from his/her past experience***
- ***Indications that he/she understands something of the diversity of our student body***
- ***Steps to build inclusion ties to that understanding***

Components we want to find in a "good" answer:

- ***Provides two distinct examples***
- ***Clear descriptions of how diverse students differed in approaches to subject matter***
- ***Specific examples of what was done to incorporate these***
- ***Use of accurate methods of evaluation***

Question Evaluation Template

Question #___

Skills/Knowledge related to this area  **Components in a "good" answer**

INTERVIEW NOTES:

- ☐ **Very strong evidence skills /knowledge are present**
- ☐ **Strong evidence skills /knowledge are present**
- ☐ **Some evidence skills /knowledge are present**
- ☐ **Very little evidence skills /knowledge are present**
- ☐ **No evidence skills /knowledge are present**

Question Evaluation Example

Question #___

Please discuss two different examples of times when you taught a group of students from diverse backgrounds who differed in their approaches to the subject matter. How did you incorporate these differences into the learning environment? How did what you did affect student's learning? How did you evaluate this?

Skills/Knowledge related to this area ⟷ **Components in a "good" answer**

- Students from diverse backgrounds may approach subject matter differently.
- Ability to discuss and build on the views of diverse students in approaching subject matter
- Skills in evaluating learning with students who are starting from different backgrounds in the subject

- Provides two distinct examples
- Clear descriptions of how diverse students differed in approaches to subject matter
- Specific examples of what was done to incorporate these
- Use of accurate methods of evaluation

INTERVIEW NOTES:

☐ **Very strong evidence skills /knowledge are present**

☐ **Strong evidence skills /knowledge are present**

☐ **Some evidence skills /knowledge are present**

☐ **Very little evidence skills /knowledge are present**

☐ **No evidence skills /knowledge are present**

Question Generator: Example 2 – upper level administrator

Essential Function / Description of Specific Area of Cultural Competency

Overseeing the development and evolution of policies and procedures to ensure equitable and inclusive working and learning environments for all members of the campus community.

Knowledge related to this area:

- *Current policies and practices may not be designed to be inclusive of current and future members.*
- *Past practices may favor majority group members at the expense of others.*
- *More equitable and inclusive policies need accountability to be effective.*

Skills/Abilities related to this area:

- *skills in critical analysis of policies and procedures to examine impact on all affected populations*
- *abilities to discuss inequitable policy impacts with key decision makers and effectively lead the change process*
- *skills in building accountability into the policy change development*

Minimum Cognitive Level: 5

Related Retrospective or Prospective Questions:

Institutional policies and procedures designed to ensure equity and inclusion can become out of date and ineffective. From your point of view, how and why does this happen? What are the challenges to identifying this? What are the issues involved in remedying it? What makes you an effective leader in this area?

Minimum Skill Building Level: 5

Related Retrospective or Prospective Questions:

Please provide at least two examples of your involvement in updating policies and procedures to increase equity and inclusion. What were the expected and unexpected challenges involved? What was your leadership role in dealing with these challenges? In each case, how would you assess the success of the change process?

Components we want to find in a "good" answer:

- **Demonstrated understanding that evolving populations and educational needs drive this change process**
- **Awareness of how those benefiting from current policies may resist change**
- **Not underestimating the difficulties involved making needed changes**

Components we want to find in a "good" answer:

- **Two distinct examples**
- **Going beyond obvious challenges to identify unexpected ones**
- **Candidate can articulate the leadership role he/she played in each case**
- **Choice of appropriate evaluation methods to measure success**

Question Generator: Example 3 – Administrative Assistant for training and development office

Essential Function / Description of Specific Area of Cultural Competency

As the first contact with administrators, faculty and staff for the office with requests for assistance, recognize and effectively deal with issues of equity as they arise.

Knowledge related to this area:

- *knowledge that as a scarce resource, training is sometimes not available to all in an equitable manner*
- *understanding that access to career development is an equity and retention issue*
- *understanding that responsive communication needs to go beyond just quoting the rules*

Skills/Abilities related to this area:

- *skills in listening carefully and communicating understanding and responsiveness to all persons contacting the office*
- *skills in judging when to refer a request that may involve going beyond an established procedure*
- *when equity or inclusion is an issue, carrying that forward in the referral*

Minimum Cognitive Level: 3

Related Retrospective or Prospective Questions:

Each person working for the college/university needs to continue developing his/her skills levels and the person in this position is a main point of contact for associated requests. What issues involving equity or inclusion might you encounter in managing these requests?

Minimum Skill Building Level: 4

Related Retrospective or Prospective Questions:

Our annual 44-hour Supervision course fills up quickly. Once there is a waiting list, those on it are told that they will be accepted in order of listing. A supervisor calls to say that she is the only person of color in the department and the only supervisor who has not attended and asks for special consideration in getting in. How would you handle this?

Components we want to find in a "good" answer:

- **being able to articulate and explain connections between equity and professional development opportunities**
- **listing at least three issues or relevant specific examples.**

Components we want to find in a "good" answer:

- **refer all the issue to the director of the course**
- **let the person know about that referral**
- **provide information if he/she wants to contact the director**

The Use of Tests and Demonstrations to Identify Skills:

Some points about using a test or demonstration to evaluate an applicant's cultural competence

- Tests and demonstrations of cultural competence are often the most reliable way to see if the applicant can actually do what they say they would do in a situation. For instance, an applicant may be able to describe how he or she would talk to a student who is reporting discrimination; a demonstration will show you whether he or she can actually do it to the level of competency you need of someone in this position.

- A teaching demonstration can be designed to include an issue involving critical judgment and cultural competence in the classroom. You can also ask the applicant to prepare the lesson for a particular mix of students, and after the lesson, ask how that mix affected pedagogical decisions.

- Tests and demonstrations should use formats, conditions, and situations that are likely to occur during the performance of the job.

- Each applicant should participate under conditions similar to those of other competing applicants.

- Before applicants are asked to demonstrate skills, those responsible for evaluating applicant performance should agree on what would constitute good performance. The emphases should include what behaviors are expected of the culturally competent applicant in this situation.

- The emphasis in the evaluation process should be on what the applicant is observed to do during the demonstration, and not on assumptions that could be made about the applicant's attitude based on those observations. Emphasis on assumed attitudes instead of the demonstrated skills can lead evaluators to give a high ranking to an applicant who did not demonstrate cultural competence, but "really did seem sincere" in their attempts to do so.

- Evaluators should be drawn from those who have demonstrated the ability to identify skills that indicate cultural competence in carrying out the responsibilities of this position.

What about the knowledge and skills of the members of the Search Committee?

- You obviously want people on the committee who understand the responsibilities of the person in the position for which you are hiring, as well as the levels of cultural competence needed.

- As you consider the relevant cultural competence needed in knowledge and skills, it is important to remember that it is the responsibility of everyone on the committee to take these requirements seriously.

- Someone with experience and insight into what is needed for a person in a position to demonstrate cultural competence in one area (e.g. dealing with issues involving persons with disabilities) may not have similar understanding of the needed skills and/or knowledge in another area (for instance, issues involving ethnicity or skin color). No one person should be responsible for "all of it"; everyone on the committee should be working to understand the relevant issues.

- A person who regularly receives the benefits of dominant culture privilege may really have to struggle to understand what cultural competence would look like if it were walking down the street. Often those of us who unconsciously carry large amounts of privilege believe that cultural competence is really caring about everyone or being color-blind or really liking people or wanting to get to know everyone.

- Appointing persons to a hiring committee who are themselves not convinced that cultural competence is important, or who are NOT at least willing to allow others to evaluate these skills in the applicants, places a heavy burden on the remaining members of the committee. They now have two jobs: 1) to evaluate the applicant; and, 2) to defend the need to consider the applicant's level of cultural competence at all during each stage of the hiring process.

- Consistently "bad actors" on committees who have track records of bullying behavior on such committees – of being disrespectful of the views of underrepresented members, and/or demonstrating bias - should be barred from serving on future committees.

Cultural Competency in Search Committee Deliberations

The deliberations that go on among search committee members play as big a role in shaping an equitable hiring process as do the procedures used to guide the process.

Search committee members are charged with honestly and carefully evaluating candidates with an eye toward choosing the best candidate for the position.

What seems on the surface to be a somewhat straightforward task is, in fact, complicated by the way positions are written and advertised, the qualifications sought, the types of questions asked by search committee members and the ways that the answers to these questions are heard, assessed and evaluated.

To ensure an equitable assessment of all candidates, search committee members must make every effort to avoid bias in evaluating candidate information and responses. A part of this work involves asking clear and detailed questions that actually seek relevant information about candidate qualifications and experience sought.

This section will address some ways the search committee can avoid introducing bias into their deliberations by recognizing and/or responding appropriately to ways such bias could be introduced. These include:

1) Building chains of inference based on vague information;
2) (closely related) Adding criteria to candidate evaluations that were not a part of the original ones sought;
3) Dismissing information from diverse applicants or input from diverse committee members as less competent than that of others; and,
4) Seeking and selecting data from the internet about the candidate not otherwise requested in the search.

1 (and 2) Building chains of inference based on vague information and adding criteria to candidate evaluations that were not a part of the original ones sought

When you ask candidates vague and unfocused questions, you set up situations where committee members can easily bring their own interpretations to the candidate answers, sometimes based on a series of inferences and assumptions that are not supported by data. Once inferences unconnected to data start being made, they frequently lead to new candidate criteria creeping into the conversation.

An example might be a discussion of the international teaching experience of a candidate – a criteria not sought for in the application materials – which could evolve into a discussion of how international teaching experience would "definitely be a plus for this position." This not only adds new criteria to the candidate evaluations, but coming as it does at this point in the deliberations, does not give other current and possible candidates the opportunity to point out and emphasize similar experiences.

If a question about "diversity" is asked in a way that does not connect the issue to the position for which the person is applying, the possible responses could lead to widely different

interpretations. The more detailed the question, and the more thoroughly the search committee members have discussed what each is looking for in a "good" answer, the less likely it is that the search committee members will be confused and unable to agree on how to evaluate candidates' answers.

3. Dismissing information from diverse applicants or input for diverse committee members as less competent than that from others

A common experience of applicants of color for positions in predominately white educational institutions is to find that their experience or competence is doubted, and they are, therefore, evaluated as "less competent or qualified" than similarly qualified white candidates. It has even been found in a number of research studies that having, for instance, an "African American sounding name" on an application, where the qualifications of this applicant are identical to those of an applicant with a "white sounding name" is likely to result in 50% less likelihood of the first candidate being called for an interview.

{The seminal work in this area can be found at http://www.nber.org/papers/w9873 (lasted accessed 10/11/2014): ***Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination*** **by Marianne Bertrand, Sendhil Mullainathan}**

This same dynamic can operate in any hiring process where there some candidates are presumed to be more qualified than others based on stereotypes and bias (e.g. for a female candidate applying for a position in science or other male dominated field). Here are some common ways this form of bias can emerge in search committee discussions.

- When issues are raised about whether a particular candidate has actually achieved what he or she claims to have achieved, or is actually being honest about what he or she has done, and this kind of scrutiny has not been applied to other candidates having more dominant culture characteristics. Sometimes this is attached to a statement that the candidate in question "obviously benefited from affirmative action" at some point in his or her career.

- A second and less transparent way that this type of bias emerges is when a candidate is mentioned as **"being a good fit" or "not being a good fit"** for a particular department, office or institution. Discussions of "fit" without specific criteria based in behavior can easily be a cover for discrimination. For instance, a Latina or African American female faculty applicant may be referred to as not a good fit for a particular department, and when this is questioned, mention is made that her writings seem "more confrontational" and "she may be less collegial than we are looking for." In addition to building a chain of inference from writings to behavior toward colleagues, this sort of comment plays into stereotypes of female African American and Latina educators as too difficult or angry. This type of bias can be addressed, as will be discussed below, by asking for specific criteria for "fit" that can be applied to all applicants without using inferences or assumptions.

<u>An important note about the definition of "fit" in a school, department or office:</u>

If "fit" is talked about by search committee as a criteria for the successful candidate, then "fit" should be described in behavioral terms. The terms used to describe the behaviors that would constitute a good fit may in fact explain why culturally competent candidates have not been hired in the past, or have not been retained once hired. **If a good "fit" would be described with the following behaviors, then this list points to a problem: "*listening carefully; demonstrating understanding and acceptance of the opinions of colleagues; demonstrating respect for the experience of other more senior colleagues; working as a part of a team, and moving in the direction the team decides; upholding the agreed upon goals of the unit, department, office and/or college/university."***

Taken as a whole, this list could indicate that the search committee is looking for someone who will not "make waves," push for new ideas, or critique the dominant paradigm. ***If the goal is to attract and hire candidates with knowledge and skills in cultural competence needed for the position, then this list of what it means to "fit" indicates that such a person should be "seen and not heard."*** Rather than hiring someone who can help the institution, department, or office move forward and improve the pedagogy, curriculum, policies, practices and procedures in the direction of increasing inclusion and equity, this list suggests a focus on maintaining the status quo rather than improving equity and inclusion, and on supporting rhetoric about "honoring diversity" rather than constructing the reality.

- A third way this sort of bias can be introduced is to dismiss the comments of persons on the search committee who do bring diverse perspectives to the deliberations as being attempts to hire "less qualified" candidates based on skin color, ethnicity, gender or some other characteristic. This is often the byproduct of having less culturally competent members on the committee to begin with, since if all members of the committee are taking responsibility for equity, then no single member is seen as the person to bring up "diversity" issues. Nonetheless, the same dynamics mentioned for candidates of color and other candidates without dominant culture characteristics can apply to search committee members as well.

4. Seeking and selecting data from the internet about the candidate not otherwise requested in the search

The equity and fairness of a hiring process can also be undermined when search committee members seek additional information about candidates from the internet. It is very easy to do a web search on almost any aspect of a candidate's history, both personal and professional. Since there is no control on what can be posted on the web and any member can get immediate access to information, there are numerous ways that the information gathered can be biased, can mislead, or be frankly inaccurate. This is one of the reasons that it is recommended that search committees think carefully about the kinds of information needed to assess the qualifications and experience of candidates, and that they specifically ask for what they need in application materials, during interviews and through reference checks. Trying to get relevant information, after the fact, by searching the web, or even looking for any mention of the candidate you can find, is bound to introduce at best an uneven and inequitable search process, if not one that brings information illegal to consider into a hiring process.

The following are just a few of the reported problems with web search data being used in a hiring process.

- Confusion of names: two or more people in education may have the same or similar names, and professional problems one of them had are assumed, erroneously, to be those of the candidate we are considering.
- Posting of information by persons biased against the candidate: anyone with a writing platform (a blog, a letter to the editor, an editorial, an article in a student newspaper) can post information about a candidate you may be considering. Since this is information from sources of unknown intentions or relationships to the candidate, there is no way to evaluate the its veracity or relevance to your current hiring process.
- Uneven reporting of candidates' accomplishments: Some venues for academic and educational research, presentations and awards post everything on the web; others do not, or do so unevenly. It is possible, and even predictable, that one candidate may have a very positive "web presence" whereas another may have little or nothing posted, even if the two candidates have done similar work and have similar achievements. Interview questions and reference checks are far more reliable ways to get comparable information about candidates.
- Finding information on the web about a candidate that is actually illegal to consider during a hiring process: you can find information about a candidate's family make-up, hobbies, religious affiliations, political beliefs, possible disabilities, or other aspects of his or her private life. We all know we cannot ask about these things during a hiring process, and if a candidate brings such information up, we must be diligent in making sure that such information is not used as part of the hiring criteria. When we have all heard the candidate disclose something we may not consider in deliberations, we can act as checks on one another to make sure that information is not used to make a decision. When, however, one search committee member finds such information on the web, it may not be at all clear when he or she is using it to make a decision.

Strategies to address these problems

When these sorts of problems arise, how can search committee members get the discussion back on track, and focused on what the candidate actually said and how that response speaks to the question and the information sought? How can members contribute to helping the entire committee conduct deliberations that are equitable and free of the influence of bias and stereotypes?

Strategies for refocusing the discussion:

1. Reframe the current discussion as a step or two away from the information sought. Example: "Can we take a step back and consider what information we were trying to find out in asking this question? Did we get any specific information or are we finding that this question was not really helpful?"

2. Reflect on your own inferences. Example: "I notice that I have been making inferences and drawing conclusions about the candidates' answers without enough information. Can we refocus on what we do know rather than what we assume?"

3. Raise the question of whether the committee is discussing new criteria that haven't been mentioned before, and whether these new criteria need to be assessed another way: "Are we starting to add 'having a systems perspective' to the major qualifications for this position? Is it something we think is primary in evaluating these candidates? If not, I suggest we refocus on what we do need to know. If it is a needed criteria, then I think we should discuss how we find out about this perspective from all the candidates."

4. Raise the question of whether "fit" is being used as a criteria without being "spelled out" in behaviors and skills needed in the position. Ask whether these criteria are needed, and if so, are they being applied to call the candidates being considered in this search. For instance, if a question is raised about whether a candidate would be a good "fit" for a department looking to build better faculty relationships, ask if this is an important criteria for someone holding this position and if so, what specific skills we should be looking for and how we might evaluate all the candidates for those skills. Second interviews, additional written application questions, and particularly reference checks, might be viable sources for this sort of information.

5. Ensure that the input from all search committee members is given equal weight, and if more clarity is needed to better understand a particular member's concerns, take the time to discuss these concerns rather than dismiss them.

6. Question information introduced into the search deliberations that does not appear to be included in the materials submitted by the candidates. Be alert to the possibility of "chain of inferences" information as well as information that might be introduced from a search on the web, or from other unauthorized sources.

Critical Points in the Hiring Process:
Choices for Increasing Equity and Excellence in Decision Making

Cristine Clifford Cullinan, Ph.D.

Hiring Process Point	How Bias Could be Introduced into the Process	Some Possible Consequences	Methods to Increase Equity in the Process
Decisions before Advertising	• There is no scrutiny of the position as written or described. • As written or described, the position is not aligned with the needs of the college or university's mission and strategic plan goals regarding equity and inclusion. • Key players involved in the hiring process are chosen primarily from those most invested in the status quo. • A single representative is designated to carry the weight of "diversity" during the hiring process.	Any forward-looking goals that touch on issues of diversity, equity, and the 21st century business, education and research needs of the college or university are not likely to be considered in any substantial way in the processes that follow. People involved in formulating the hiring process may draw the conclusion that the college or university is not serious about meeting its goals and commitments, as stated in the mission statement, strategic plan, and other public statements and documents.	• Create and implement policy and processes that assure that every position at the college or university has, as a part of primary responsibilities, furtherance of equity and inclusion as specified in seminal documents. • Add statements to all position description, under areas related to duties and responsibilities, which reflect how this position is involved in creating and maintaining a welcoming, equitable and inclusive environment. • Brief all those involved in the hiring process on their responsibilities to search for those candidates who demonstrate commitment and skills in issues related to equity and excellence.

Hiring Process Point	How Bias Could be Introduced into the Process	Some Possible Consequences	Methods to Increase Equity in the Process
Screening Application Materials	• Materials requested in the hiring process are not sufficient to determine candidates' demonstrated skills, abilities and leadership in issues related to equity, inclusion and related college or university mission and goals. This allows people to either use assumptions or inference to determine presence or absence of these skills, or to ignore this entirely in screening applications. • Those screening applications are not sufficiently prepared to determine how candidates meet the necessary requirements for such skills.	Those candidates who do bring significant cultural competencies "to the table" will notice that the college or university does not consider the presence or absence of these competencies as important in the hiring process. They may reasonably conclude that the institution is not a place where these competencies are appreciated or can be used. These candidates will be less likely to apply for the positions, and may discourage others from applying as well. At minimum, they are not likely to inform others of the position opening.	• Screening documents seeking demonstrated skills and abilities and indicating how the candidate can work effectively, respectfully and inclusively with all faculty, staff, students and members of the community are sought and evaluated during the applicant screening process. • Appropriate cultural competencies for a given position are identified before the screening process begins. Information about the knowledge and skills involved in these competencies is sought during the screening process and all applications are viewed with these in mind.

Hiring Process Point	How Bias Could be Introduced into the Process	Some Possible Consequences	Methods to Increase Equity in the Process
Reference Checking	• References are not sought or questioned to evaluate the candidate's demonstrated skills in working with "diverse" populations. • Remarks made by references that might indicate that the candidate may have problems in this area are not carried forward for review.	You gain no information about how the candidate has demonstrated cultural competence in previous positions. References are likely to conclude that these skills are not important for working at the college or university, and so they may not include in their comments any concerns they may have about the candidate.	• References should be asked direct questions about their experience with the candidate's ability to work effectively, respectfully and inclusively with people who represent different nationalities, ethnicities, ages, genders, etc. • Reference should also be asked directly if the candidate has any problems in these areas.
Offers and Negotiations	• Remarks are made during the last part of the formal hiring process that indicate that the candidate is being hired due to the "group" to which they belong, rather than the skills they bring to the position and to the college or university.	The candidate may reasonably conclude that his or her skills and abilities, including those in cultural competence, were not the reason he or she was hired. As far as the candidate is concerned, this means that the college or university is not serious in its commitments to equity and social justice.	• Hiring that is focused on specific skills and abilities, including those related to cultural competency, is likely to result in the culturally competent candidate being reassured that their entire knowledge and skill sets are needed, sought and appreciated at this college or university.

Hiring Process Point	How Bias Could be Introduced into the Process	Some Possible Consequences	Methods to Increase Equity in the Process
Formal and Informal Orientation	• The new faculty member, administrator or staff member is treated like more of a curiosity, or "odd person out" than an integral member of the group. • He or she is asked intrusive personal questions about their appearance, family make-up, religious preferences, etc. • The informal inclusion that usually happens for those represent more dominant culture groups does not happen for this person, and so they become more isolated.	The candidate could reasonably conclude that those working with him or her hold underlying prejudices and stereotypes that are affecting their behaviors.	• All members of the campus community need to be aware of the deleterious effects of cultural stereotypes that attach to members of groups based on their perceived race, nationality, ethnicity, gender identity, sexual orientation, socio-economic class, perceived disabilites, and other characteristic unrelated to their performance. • Supervisors, administrators and department heads must take responsibility for demonstrating leadership in creating and maintaining a welcoming, equitable and inclusive environment. • Continued professional development in the relevant areas of cultural competence is expected of all members of the college or university, appropriate to their scopes of authority and responsibilities.

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"Unexamined Whiteness does make for a hostile work environment for peoples of color, and support will be needed for new hires…. But while this need for support is often positioned as a deficit of candidates of color, consider all the resources put into diversity workshops for White staff. Why do we not see this need for training as a deficit of White employees? Why would we continue to hire candidates who we know will need this education? … Why is the harm that unaware faculty perpetrate on students and colleagues in the meantime acceptable? We are in support of continual training; racial justice learning is ongoing and our learning is never finished. Still, we do not recommend hiring people with virtually no interest or foundational education."

- Sensoy and DiAngelo, "We are All for Diversity, But…".:How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change," *Harvard Educational Review*, Vol 87, No 4, Winter 2017.