

**NVU Diversity
& Inclusion
Task Force
Group 5**



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Developing Equitable Hiring Practices

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Agenda



- 1. Welcome & Grounding**
- 2. Introductions**
- 3. Goals & Framing**
- 4. Process**
- 5. Tools & Resources**
- 6. Next Steps**
- 7. Questions/Comments**



Land Acknowledgement

We begin this meeting by acknowledging that our shared learning takes place on N'dakina, within the Wabanaki Confederacy, which is the unceded traditional homeland of the Abenaki people past and present. We recognize that colonialism and the oppression of Native peoples is a current and ongoing process, and we commit to building our awareness of our present participation and work to end it. We acknowledge and honor with gratitude the land, the waterways and the alnobak (people) who have stewarded N'dakina throughout the generations.

We acknowledge the past, present, and future Abenaki elders who have lived, currently live, and will live in this space. We also acknowledge the erasure and exclusion of the Abenaki Nation in this space: physically, culturally, and ideologically. Let us use our spheres of influence as educators and learners to rebuild our understanding of history in a way that centers and honors the lived experience of the Abenaki people: past, present, and future.

Let us strive to critically examine our education, teaching, and schools as well as decolonize our land. “Decolonization is not a metaphor.” - Dr. Eve Tuck

--[Native-Land.ca](https://www.native-land.ca), Abenaki education materials, the New England Museum Association, the Episcopal Diocese of Vermont, and suggested language from the NH Abenaki website.

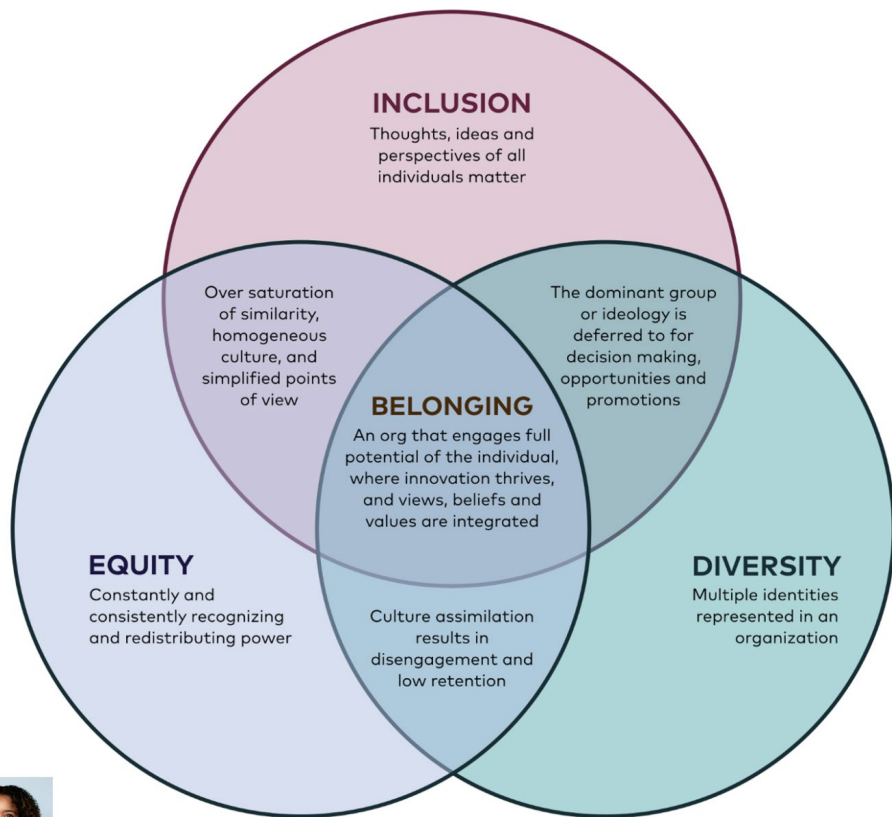


Introductions

Diversity & Inclusion Task Force - Group 5

Today's presentation:
Andrew Lafrenz and Beth Walsh

Framing



Source: Krys Burnette

Diversity asks, "Who's in the room?"

Equity responds, "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"

Inclusion asks, "Have everyone's ideas been heard?"

Justice responds, "Whose ideas won't be taken as seriously because they aren't in the majority?"

Diversity asks, "How many more of [pick any minoritized identity] group do we have this year than last?"

Equity responds, "What conditions have we created that maintain certain groups as the perpetual majority here?"

Inclusion asks, "Is this environment safe for everyone to feel like they belong?"

Justice challenges, "Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?"

D - L STEWART

Dafina-Lazarus Stewart uses the nonbinary gender pronouns ze, zim and zir and is a professor of higher education and student affairs at Bowling Green State University. Ze is on Twitter as @DrDLStewart.

What we know...

1. [U.S. Equal Opportunities Employment Commission outlines prohibited practices](#)
2. [Vermont Fair Employment Practices Act](#)
3. Vermont State College & NVU have non-discrimination policies.
4. [Xusana Davis has helped us identify problems with “belonging” in Vermont](#) (Vermont Executive Director of Racial Equity).
5. It is up to local people doing the work to build a sense of belonging for our employees.

**STRUCTURAL
PROBLEMS
REQUIRE
STRUCTURAL
SOLUTIONS**



The Problem with Vermont



Xusana Davis: Vermont has a *belonging* problem. How do we respond to that?

- How can we create a sense of belonging for applicants with intersecting marginalized identities as early as the hiring process?
- What do we need to know?
- Where will we get info we need (without making assumptions)?

Challenge: We don't know what applicants' identities are unless they self-disclose in the interview process. So we have to prepare to make all applicants, of diverse intersecting identities, feel a sense of belonging.




Timeline of our Process

- **A long time ago.** Lyndon FAIR was established (Fairness, Awareness, Inclusion, & Relationships)
- **2015.** President Elaine Collins arrived and established multiple task forces, including the Diversity & Inclusion Task Force, which has 5 sub groups. President Collins had an Equity Advocates program at her prior institution;
- **2018.** NVU-Johnson secured a donation to target developing equitable hiring practices (thank you, Jimmy Goldsmith & Kim Kaufman!)
- **April 2019.** Our committee used some of this funding to host Dr. Wanda Heading-Grant for a 2-day “training of the trainers” in April 2019.
- **Eureka:** After the training, we realized we were not ready to roll out an Equity Advocates program: we had a lot of work to do.
- **Summer 2019.** This committee was established to dig in, research, and plan.
- **2019-present.** Our work:
 - Held monthly meetings;
 - Attended more trainings; attended workshops; researched other programs; reviewed research;
 - Conducted interview with Scott Ayotte (Grand Valley State University) about their program;
 - Collaborated with the Consortium for Faculty Diversity, which we are joining in 2021-2022;
 - Piloted two searches with Equity Advocates present (one faculty, one staff); invited shadows to join searches;
 - Developed a timeline and protocol of practices and procedures;
 - Drafted a handbook/guide to synthesize what we’ve learned.
- **May 28, 2021.** Community conversation to share and learn.
- **Next steps: keep climbing.**

**This is
where we
thought
we were.**



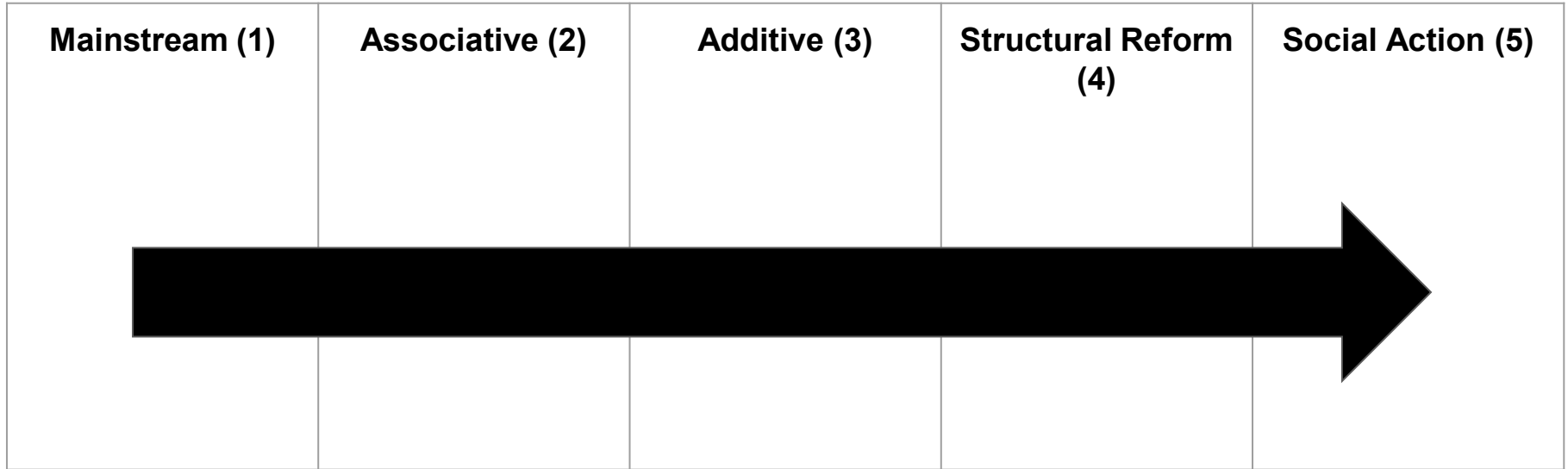
A landscape photograph showing a range of mountains under a cloudy sky. The foreground is filled with dense, brownish trees, likely in autumn or winter. The middle ground features several mountain ridges, with the highest peaks partially covered in snow. A thick layer of clouds or fog hangs between the ridges. A black speech bubble with white text is positioned in the upper left quadrant, pointing towards the mountains. The overall mood is serene and somewhat somber due to the overcast sky.

**We are
here.**

Search Timeline

Timeline/Task	Who is responsible for implementation	Considerations and Resources
Preparing for the Search		
Appoint Equity Advocate	HR, Search committee chair	<p>Appoint one “equity advocate” to each search committee. If this is the first time the trained Equity advocates are participating in a search, inform them that they will be expected to take a “train the committee” approach to this work and share these resources with committee members throughout the search. Arrange for a \$150 stipend for the equity advocate’s first committee</p>
		<p>Research suggests that this person should be involved in the entire search, not just as a “pop in” support person.</p> <p>List of NVU Employees who attended the “Train the Trainers” workshops in Spring 2019.</p>
Appoint a diverse search committee.	HR; Search committee chair	<p>Once the search is <u>announced</u>, have a specific conversation about the <u>make up</u> of the committee: aim to make the committee as diverse as possible in terms of gender, race, dis/ability, language, and role/location at the university (campus, faculty, staff, students).</p> <p>Be careful not to overburden a few people (particularly people with marginalized identities who are asked to do a lot of extra service work around equity).</p>
Write an inclusive job announcement.	Search committee, equity advocate.	<p>Agree on the basic “requirements” for the position. Make as many of the descriptions of experience “preferred” instead of “required” to get a broader range of applicants.</p>
Include DEI Statement in job announcement.	VSC HR, Kathy Armstrong (NVU HR) → Search committee chair	<p>Add a statement of commitment to equitable hiring to each job description. Use comparative (e.g., 3 years experience preferred) instead of competitive (the candidate with the most experience will be selected) statements.</p>
Require Candidates to submit an equity statement	HR	<p>Require all applicants to submit a statement that demonstrates evidence of their commitment to equity, inclusion, and diversity as part of their application. Materials.</p>

Multicultural Competency Rubric



Johnson, E., & Terrell-Powell, Y. L. (2013). [Multicultural Competency Interviewing Rubric](#) (developed from James Banks, Curriculum Transformation Model, Banks, J.A. (1999.) *An Introduction to Multicultural Education*.

Cox, L., Payne Gold, S. (April, 2021). *Create a more Equitable Academic Search Process Using an Inclusion Advocate*. Academic Impressions.

Multicultural Competency Rubric

- **Mainstream**
 - Describes diversity as a mandate of political correctness
 - Sees diversity as a hindrance to excellence
 - Non-critical of traditional organization and hierarchy
 - Examples are male-centric and Euro-centric;
- **Associative**
 - Describes superficial relationships with people with marginalized identities;
 - Mentions association with organizations that are diverse;
 - Identifies work they are aware of that others have done towards DEI
- **Additive**
 - References isolated incidents of DEI work without connecting it to structural change;
 - Appreciates diversity, but does not use examples of how diversity strengthens institutions;
 - Supports diversity but provides no vision for change or transformation
- **Structural Reform**
 - Shares stories about personal learning or transformation;
 - Shares multiple examples of communicating commitment to DEI to others;
 - Explains commitment to eliminating structural oppression;
- **Social Action**
 - Demonstrates Level 4 and...
 - Describes diversity as a complex, intersectional concept
 - Identifies DEI priorities on individual, interpersonal, and structural scales
 - Shares a vision for change at multiple scales

Multicultural Organization Scale



Jackson, B. W. (2006). [Theory and practice of multicultural organization development](#). *The NTL handbook of organization development and change*, 139-154.

The power of these rubrics
is the ability to use them as
tools for self-evaluation

Handbook/Guide Table of Contents

BEFORE THE SEARCH

- Training Requirements and Confidentiality
- Selecting Search Committee Members
- Inclusion of Historically Unrepresented Groups
- Identify an Equity Advocate
- Responsibilities of the Search Committee Chair
- Responsibilities of the Search Committee Members
- Responsibilities of the Equity Advocate
- The Search Committee's Charge
- Interventions to Avoid Common Biases or Errors in the Search Process
- Developing a Recruitment and Outreach Plan

DURING THE SEARCH

- Active Recruiting
- Strategies to Enhance the Diversity of the Applicant Pool
- Screening Applicants
- Internal Applicants
- Use of the Internet and Social Media in the Screening and Selection Process
- On-campus Visits and Interviews
- Developing an Interview Schedule
- Conducting the Interviews
- Checking References
- Selecting the Candidate and Making the Offer

AFTER THE SEARCH

- Evaluating the Search
- Assessing Feedback from Applicants
- Onboarding your New Colleague
- New Employee Orientation

Questions to ask:

- Which allies do you absolutely need on board?
- Who are stakeholders, on and off campus, who can be a part of the work?
- Who can and should be an Equity Advocate (EA)? For us:
 - Tenured faculty & staff beyond probationary period;
 - Someone who has been through education/training;
 - Someone from outside of the hiring department;
- How often will EAs be asked to participate in searches?
- How will you select EAs?
- What training will you provide EAs and search committees?
- How will you sustain the program through institutional change?
- How will it be funded?
- Which current practices need to change?
- Which practices need to be developed?



May 28, 2021

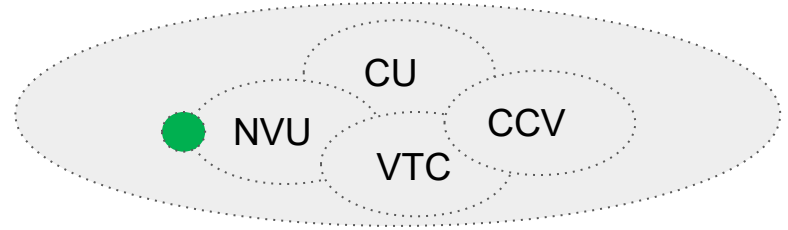
**Developing Equitable Hiring Practices
Workshop**

1:00-3:00

**40+ Registrants from VTC, CU, NVU, CCV,
CO, various supervisory unions around
Lamoille County, and others**

~ Recording and presentation available ~

Our next steps



1. **Develop training materials**
 - a. The handbook is not enough!
2. **Institutional Integration**
 - a. Building connections with our Board of Trustees and their DEI Committee;
 - b. Creating collaboration and relationships with leadership;
 - c. Integrating our work into VSC policies and procedures;
 - d. Learning what other campuses have been working on & collaborate;
3. Making this work **permanent** and **sustainable**
 - a. Establishing budget lines dedicated to these systems;
 - b. Hiring or identifying full-time staff dedicated to coordinating this work;
 - c. Creating systems that can resist institutional change;
 - d. **Competitive salaries and benefits** (just added);
4. Building **belonging** on campuses
 - a. Advocate for establish an Office of DEI;
 - b. Institutionally supported spaces (physical and digital) for employees & students to build community;
5. Work continues...

A landscape photograph showing a range of mountains under a cloudy sky. The foreground is filled with dense, brownish trees, likely in autumn or winter. The middle ground features rolling hills and valleys covered in similar vegetation. In the background, a prominent mountain range is visible, with some peaks partially covered in snow. A thick layer of clouds or fog hangs between the foreground and the distant mountains. A black speech bubble with white text is overlaid on the left side of the image.

**What's
next for
you?**



**Questions? Comments?
Ideas?**

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References

1. Johnson, E., & Terrell-Powell, Y. L. (2013). [Multicultural Competency Interviewing Rubric](#) (developed from James Banks, Curriculum Transformation Model, Banks, J.A. (1999.) *An Introduction to Multicultural Education*).
2. Jackson, B. W. (2006). [Theory and practice of multicultural organization development](#). *The NTL handbook of organization development and change*, 139-154.
3. [Burnette, K. \(January 21, 2019\). Belonging: A conversation about equity, diversity, and inclusion.](#)
4. [Employment & Search Resources](#) (TU)
5. NVU Draft Guide to Diverse, Equitable, and Inclusive Hiring Practices (please email if you would like to see a draft copy of this)
6. Gettysburg College - Guide to Effective Practices for Faculty Positions
7. [Grand Valley State University Inclusion Advocates Program](#)
8. [Consortium of Faculty Diversity](#)
9. [Stewart, D-L. \(March 20, 2017\). Language of appeasement. Inside Higher Ed.](#)
10. [Xusana Davis presentation at Northern Vermont University](#) (Spring 2021)