

Year 1 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education

City College of New York (CUNY)

Hiring for competency through attending to DEI issues (including sexual/gender-based bias, harassment and misconduct) in hiring

This Action Applies to Rubric Item(s): 1b. Educating faculty hiring committees/mitigate biases in hiring process. and 8. Evaluation of policies. and 28. Conducting needed research.

Description of Work:

The Provost of CCNY brought Dr. Cris Cullinan to CCNY in 2019 to conduct a series of trainings for hiring committees to increase cultural competence in faculty and staff by hiring for diversity, equity and inclusion. This was another recommendation of the DEI working group (see above) and it included an emphasis on recognizing and addressing intersecting forms of bias, including gender bias, in hiring. Based on the trainings, which all search committee chairs were expected to attend, search committees added specific questions to interview questions (which must be reviewed by the Chief Diversity Officer, a NASEM/AC team lead); some committees added a requirement that candidates include diversity statements in the applications as well. During the NASEM AC reporting period, we evaluated the training with a survey sent to over 100 staff and faculty involved in either a faculty or staff search.

Our survey was sent to 100 faculty and staff who served on committees. Of these, 36 responded and of these 36, just over three-quarters reported attending the training. Almost half of respondents indicated that their committee did not require a DEI statement from candidates, although just over a quarter (27%) required one of all applicants. Most respondents (70%) indicated that their committees asked specific questions on DEI-related issues in pedagogy, although fewer (53%) asked DEI-focused questions related to research and service. Over two-thirds of respondents indicated that the candidates' experiences with or potential for "culturally competent" work was a focus in discussions of the candidates. About two-thirds of respondents reported that their fellow committee members recognized the importance of hiring for "cultural competence" or DEI-related experiences, skills and abilities, but 7% indicated that "few to no" members recognized this. Most respondents reported that the questions focused on DEI or cultural competence revealed candidates' thoughtfulness, or lack thereof, around DEI-related issues in teaching, research and service. Nearly two-thirds agreed that the questions developed helped evaluate candidates' competence in this regard and nearly three-quarters agreed that their responses influence the committee's decisions on whose names to move forward. The questions and focus on cultural competence or DEI-related skills also revealed

