

Equity Leaders Consortium

December 16, 2021

Leadership Labs—Collected resources and suggestions

- Michele Justice (College of Forestry): "What strategies have people used to attract diverse candidates (particularly in T/TT positions, but more generally across employment categories) in specialized fields, and what are some tips on assessing credentials in a more inclusive manner."
 - OSU Extension Service resources (From Ana Lu Fonseca)
 - [Diverse Searches](#)
 - Importance of a "statement of importance of diversity"
 - Search committee members must all be trained as Search Advocates
 - Search committee membership required to demographically reflect the county the search is being conducted in
 - Search Advocate resources (From Scott Emery)
 - As a Search Advocate in CEOAS, used criteria matrix, and was intention in search for a diverse candidate pool
 - [Faculty Recruitment Toolkit](#) (OID, developed by the 2019-20 PPLC)
 - EOA [Recruitment Resource Guide](#)
 - Recommend including statement in job summary (From Marleigh Perez)
 - "I recently saw that a colleague at the School of Business at PSU includes this statement in the job summary of their postings 'Studies have shown that women and people of color are less likely to apply for jobs unless they meet every qualification in the job description including the preferred qualifications. We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a less traditional background. We encourage you to apply, even if you don't believe you meet every one of our preferred qualifications. If you are unsure whether you meet the qualifications of this position, or how this would be determined, please feel free to contact us to discuss your application.'"
 - Other recommendations
 - Direct outreach to possible position candidates
 - Focus on projects, research and work that are diversity-related in the PD requirements; look for a history of action
- Reagan Le (Diversity and Cultural Engagement): "What strategies do you employ to lead/support/manage staff from historically marginalized identities who are in constant "crisis" mode and do it from a culture of care while ensuring they are keeping themselves accountable to their day-to-day responsibilities?"
 - Building coalitions and asking each other, "How can I support you?"
 - Offer to help with tasks, such as drafting messages, attending meetings
 - Be intentional in how and when support can be provided

- Institutionally, increase of support staff (i.e. office and program assistants) needed
 - Day-to-day operations
- “If you want to support the work, do the work yourself.”
- Identify how the institution provides support
 - What barriers exist to supporting this community doing this work?
 - What actions can be made to support this community doing this work?
 - Suggest Senior Leadership discuss, and identify solutions
- Bring informal networks into the conversation
 - Community spaces outside of the formal university structure
 - A search process recently provided final candidates the opportunity to engage with affinity communities in a non-evaluative setting during the search

Attendees

- Scott Vignos
- Amy Frasier
- Ana Lu Fonseca
- Anne Sinkey
- Audrey Iffert
- Charlene Martinez
- Itchung Cheung
- Damoni Wright
- Elizabeth Root
- Erika McCalpine
- Jane Waite
- Janet Nishihara
- JT Thomas
- Jeff Kenney
- Kameron Kadooka
- Keahi McFadden
- Kevin Stoller
- Kate MacTavish
- Marleigh Perez
- Matt Evans
- Michele Justice
- Phil Mote
- Regan Le
- Regan Gurung
- Scott Emery
- Suzanne Flores Phillips
- Teresita Alvarez-Cortez
- Wiliama Sanchez
- Tandi Ngwenyama
- Pamela Johnson