

Welcome!

Centering Equity in Recruitment, Hiring and Retention



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Agenda

- Define equity in the context of recruitment, hiring, and retention (RHR)
- Provide you with the opportunity to assess where your school community is in its journey to center equity in its RHR practices.
- Discuss seven opportunity areas for you to center equity throughout your RHR work
- Leave you with a series of questions to launch the next stage of your equity-centered RHR work with your Colleagues
- Questions and (maybe a few!) answers



Equity in Practice Guidelines

Try On...something new!

Lean into Discomfort...not away from it.

Move Up, Move Up...to hear and be heard.

Practice Both/And Thinking...while listening and learning.

Be Aware of Intent & Impact...for you and for others.

Notice Content AND the Process...from beginning to end.

Practice Self-Focus...speak from the "I" perspective.

Equity in Practice Guidelines



ACIS Non-Discrimination and Inclusivity Policy: Approved by the ACIS Board of Directors on 1/20/22

ACIS recognizes the value of diversity, equity and inclusivity in the organizations and schools that it serves and seeks to assist its member schools in embodying these values. The association upholds these same principles within its own practices and operations. ACIS does not discriminate on the basis of race, color, national or ethnic origin in the administration of its policies and programs. The association strives to have an equitable, just, and inclusive work environment that embraces the value of diverse races, ethnic backgrounds, sexual orientations, gender identities and expressions, religious beliefs, ages and abilities. This commitment is applied to the association's governance, administration, marketing, professional development, program support, staffing, and other activities.



Defining Equity in the Context of Recruitment, Hiring & Retention

Equity in the Context of Recruitment, Hiring & Retention

- Equity and justice focuses on empowerment and co-ownership of the community in strategically building on and sustaining diversity, multiculturalism, and inclusivity.*
- Procedural Equity – inclusive, accessible, authentic engagement and representation in process to develop or implement programs or policies**
- Distributional Equity – programs and policies result in fair distribution of benefits and burdens across all segments of a community, prioritizing those with highest need**
- Structural Equity – decision-makers institutionalize accountability; decisions are made with recognition of historical, cultural and institutional dynamics and structures that have routinely advantaged privileged groups in society and resulted in chronic, cumulative disadvantage for subordinated groups**

*NAIS **NRDC

**Assessing Where
Your School is
in Centering Equity
in Its Recruitment,
Hiring and Retention
Practices**

Where Is Your School?

LEVELS OF INCLUSIVE SCHOOL COMMUNITIES



THE RESISTANT SCHOOL COMMUNITY (NEGATIVE ACTION)

ACTIVELY RESISTS EFFORT TO DIVERSIFY. MAY HAVE REASONS WHY DIVERSITY CANNOT WORK IN THE SCHOOL ENVIRONMENT. MAKING CONSCIOUS EFFORTS NOT TO INVEST IN DIVERSITY WORK. FEELS THAT A FOCUS ON DIVERSITY DISRUPTS THE UNITY OF THE SCHOOL.



THE OBLIVIOUS SCHOOL COMMUNITY (NON-ACTION)

DOES NOT ACKNOWLEDGE THE NEED TO DIVERSIFY. IS NOT CONSCIOUS OF THE NEED FOR DIVERSITY PROGRAMMING. FEELS THAT TREATING PEOPLE DIFFERENTLY BASED ON IDENTITY IS NOT IN LINE WITH THE SCHOOL'S PRINCIPLES OF EQUALITY AND INCLUSION.



THE KNEE-JERK SCHOOL COMMUNITY (RE-ACTION)

ACKNOWLEDGES THE NEED TO MANAGE DIVERSITY AS PART OF TROUBLESHOOTING STRATEGIES. ONLY ENGAGES IN DIVERSITY WORK IN RESPONSE TO CRITICAL INCIDENTS. FIXES ONE DIVERSITY "ISSUE" AND THEN DOES NO FURTHER WORK UNTIL ANOTHER "ISSUE" ARISES.



THE IMAGE CONSCIOUS SCHOOL COMMUNITY (SYMBOLIC ACTION)

ADDRESSES THE NEED TO DIVERSIFY AS A PUBLIC RELATIONS TOOL. IN ORDER TO REMAIN COMPETITIVE WITH PEER SCHOOLS, SCHOOL SEEKS TO MAINTAIN A DIVERSE POPULATION AND DIVERSITY PROGRAMMING SUCH AS ASSEMBLIES, CLUBS, AFFINITY GROUPS, ETC. DOES NOT WANT DIVERSITY WORK TO CHALLENGE THE FOUNDATIONAL PRACTICES OF THE SCHOOL. WANTS TO USE DIVERSITY WORK TO ENHANCE THE PUBLIC PROFILE OF THE SCHOOL, AND THEREFORE, IS NOT SUPPORTIVE OF DIVERSITY WORK THAT COULD CREATE PUBLIC CONFLICT OR UNREST. INVESTS IN THE FOOD, FOLKS, AND FUN MODEL. HAS DIVERSITY LEADERSHIP IN TOKEN POSITIONS.



THE CULTURALLY COMPETENT SCHOOL COMMUNITY (PRO-ACTION)

CONSIDERS THE NEED TO DIVERSIFY AS A STRATEGIC PRIORITY. KNOWS THAT DIVERSITY ENHANCES THE CLASSROOM AND THE COMMUNITY. VALUES THE MULTIPLE PERSPECTIVES THAT DIVERSITY BRINGS. FACULTY AND ADMINISTRATION ARE TRAINED IN BASIC PRINCIPLES OF DIVERSITY, GUIDED BY A DIVERSITY MISSION/VISION STATEMENT. HAS LEADERSHIP IN DIVERSITY AT THE SENIOR LEVEL, AND GIVES PROFESSIONAL DEVELOPMENT TIME AS WELL AS TIME IN THE CLASSROOM AND DURING COMMUNITY MEETINGS TO ENGAGE STUDENTS IN DIVERSITY WORK. CONSIDERS SUPPORT FOR DIVERSITY IN ALL ADMISSIONS AND HIRING PRACTICES.



THE EQUITABLE/INCLUSIVE SCHOOL COMMUNITY (FORWARD ACTION)

UNDERSTANDS THAT SUSTAINABLE DIVERSITY REQUIRES A SYSTEMIC APPROACH THAT CREATES AN ORGANIZATIONAL CULTURE OF INCLUSIVITY. DIVERSITY IS CRITICAL TO THE MISSION AND PHILOSOPHY OF THE SCHOOL AND IS STATED EXPLICITLY. COMMITMENT TO AND KNOWLEDGE OF DIVERSITY IS A JOB EXPECTATION FOR ALL STUDENTS. THE BOARD IS ENGAGED IN INCREASING THEIR KNOWLEDGE OF DIVERSITY AND CONSIDERS DIVERSITY STRATEGICALLY AS THEY CONDUCT LONG-TERM PLANNING FOR THE SCHOOL. THE HEAD OF SCHOOL SPEAKS DIRECTLY TO THE SCHOOL'S COMMITMENT AT IMPORTANT FUNCTIONS.

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•Where is your community along the “inclusive school communities” spectrum?

Seven Opportunities for Centering Equity in Your Recruitment, Hiring and Retention Practices

1. Make Time and Space To Do This Work Well



- **Allocate the resources necessary.**
- **Develop a RHR plan that centers equity.**
- **Rushing RHR work will always make it more prone to inequity.**
- **Equity-centered RHR is a 365 day a year initiative.**

2. Build and Articulate Accountability Structures



- Name equity-centered RHR as an institutional goal
- Create clarity regarding monitoring and accountability structures to ensure equity-centered RHR practices are followed
- Develop system of mutual accountability/accountability mirrors within working groups and hiring teams

3. Invest in Regularly Scheduled and Differentiated Professional Development



- Different positions = different skill needs = different training needs
- There are some areas of personal/professional growth that all employees and teams need – these include personal identity knowledge, bias/implicit bias awareness development, and intercultural competency development.
- This work is not "one and done." It is skill development that requires sustained commitment and active work.

4. Invite Varied Lenses into the Work (and Listen to Them)



- Hiring should be an inherently challenging process
- Construct RHR processes that involve diverse teams and empower individual team members to bring their lenses to bear.
- Over time, involve all employees in this work, making sure that there is always involvement by faculty/staff with strong intercultural competencies. Realistically incorporate involvement in RHR in employee workloads
- Recognize the power dynamics present in your hiring teams – acknowledge that reality and work to minimize its impact

5. Replace "Cultural Fit" with "Cultural Add"



- The concept of cultural “fit” favors those candidates and employees who perpetuate the status quo rather than expand or even challenge it.
- The concept of cultural “add” is less protective of the status quo and provides a more expansive view of the value added by a range of candidates and employees, including those who might bring fresh perspectives, voices, experiences, and identities

6. Utilize Data to Guide Your Work



- **RHR Demographic Data**
- **Feedback Mechanisms on Candidates**
- **Employee Engagement**
- **Climate & Culture Surveys**
- **Engagement, Stay, and Exit Surveys/Interviews**

7. Think Expansively About Supporting Employees



- **Assess and evolve policies that are driven by dominant culture**
- **Actively address concerns expressed by employees related to diversity, equity, and inclusion**
- **Have readied response mechanisms when employees are challenged in ways that are connected to their identities**
- **Individualized career and professional development paths**
- **Acknowledge needs based on identities, including providing external supports where needed**
- **Salary and benefit equity / Adequate compensation for work**

▣ Check For:

- Understanding
- Questions
- Things You Want to Know More About



Questions to Guide Your Team's Next Conversations About Recruitment, Hiring, and Retention

Questions to Guide Your Team's Next Conversations About Recruitment, Hiring, and Retention:

- How are you already centering equity in your RHR work?
- What have been the barriers to doing more?
- Given that foundation, which strategies covered are most actionable (time, resources, institutional readiness) *and* most likely to create traction?
- What internal resources do you have and what external expertise do you need to guide, train, and support your community as you center equity in your RHR practices?
- Who is ultimately responsible for this work? What does accountability look like for this work?
- How can centering equity in your RHR practices help move your community forward as an inclusive community?

Questions?



Carney
Sandoe
& ASSOCIATES

Thank you!

CS&A's Diversity, Equity, and Inclusion, Belonging Practice

carneysandoe.com/consulting-services/deib-consulting



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