Hiring & Diversity: A Reconsideration of the Eligibility Requirements for Entry-Level Administrators
Presenters

Jaci Czarnecki Thompson  
Director, Student Services & Support  
New York University

Moira Rogers, Ph.D.  
Executive Director, Education Abroad  
University of Maryland

Lauren Ruszczyk  
Assistant Director, Education Abroad  
University of Maryland
Session Goals

• Develop an understanding of the theoretical framework that supports diverse student involvement and persistence in higher education

• Discuss commonly held eligibility requirements for entry-level positions in education abroad and the potential barriers they present for recruiting a diverse candidate pool

• Identify strategies to confront barriers to entry in education abroad through the recruitment, screening, and hiring processes for new employees within our offices

• Understand how our own implicit bias may impact our hiring practices and create a space for ongoing reflection
How can we reflect the needs and identities of the diverse students that we aim to support?
Why Entry Level?

YOU KEEP SAYING ENTRY LEVEL

I DO NOT THINK IT MEANS WHAT YOU THINK IT MEANS
Poll

How many staff work in your office?

• 1-person office
• 2-7 people (small)
• 7-14 (mid-sized)
• More than 15 staff (large)

How many positions on your staff would you consider to be entry level?
Diversity, Equity & Inclusion & Our Campuses
Theoretical Framework

• Central to the success and retention of students is: **integration** and patterns of interaction with members of the institution (Tinto, 2007)

• Students who make **cultural connections** through social groups that reflect their culture of origin are more likely to persist (Kuh and Love, 2004)

• Students have a greater sense of **belonging** when seeing people of similar ethnic identity (Hurtado, 1999)
Statistical Projections 2021

The Changing Student in HE:

Growth:
- 25% African-American
- 42% Hispanic
- 4% White

40% older than 25!

Nat. Center for Ed. Stats., 2013

Value in Diverse Staff: Our Central Assumption

Based on student development theory, we assume that students of diverse backgrounds will be more inclined to consider study abroad if the staff representing study abroad at their institution is representative of their backgrounds & identities.
Poll!

What type of institution do you work for?
• 4 year public
• 4 year private
• 2 year
• service provider

Do you think your staff is representative of the diversity of your student body?
• Yes
• No
So, how do diverse candidates enter our field?

Hint: It’s complicated...
Understanding Barriers to Entry

- Who are we looking for?
  - Level of education
  - Previous work experience
  - International experience
  - Second language experience

- What are our entry level roles? How do these roles impact our hiring practices?

- Determining who is most qualified?
Defining Diversity

- Understanding diversity at your institution:
  - Institutional diversity
  - Geographic diversity
  - Office type & hierarchy
Questions?
Search, selection and training = HARD Work
Poll!

Where are you involved in the hiring process within your office?
• Hiring Manager
• Application reviewer
• Interview Committee
• Not Involved
The hiring process as a two way street
Hurdles in the Hiring Process

1. **Job description:** How we articulate who we want and need to join our field
2. **Recruitment:** How we reach people we want in our field
3. **Training:** How we develop and enhance competencies relevant to our field
Job Description
Reframing the Minimum Qualifications

• **Education:**
  • Bachelor’s degree required;
  • Master’s degree preferred;
  • Degree in “related” field

• **Work Experience:**
  • 2 years work experience

• **International experience:**
  • Significant study or work abroad experience
Recruitment

- Strategic approach to promoting available opportunities to underrepresented audiences
- Lessons from other industries
- **Person-organization fit:** “Applicants are attracted to work environments that are compatible with their personal characteristics.” (Kristof, 1996).
Implicit Bias

*Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.*

- Pervasive and everywhere.
- Do not necessarily align with our declared beliefs.
- Often, favor our own in-groups.
- Implicit biases are malleable.
So, what can we do?

- **Name it.** - Recognize that you have biases

- **Make it conscious.** - Identify what those biases are

- **Break it apart.** - Dissect and decide which of your biases you will address.

- **Shed it.** - Get rid of your biases
Envisioning Future Leaders in Education Abroad

• What opportunities already exist?
  • Undergraduate student employees
  • Graduate interns across disciplines
  • Cross department training by students for administrators
  • Other ideas?

• Where else can we look to develop future colleagues?
Next Steps

• Reflect on the staffing of your office & how it impacts and reflects your student enrollment and institutional goals
• Develop strategies for diversified recruitment
• Continue the conversation within the field
Questions & Discussion
References


Contact Us

Jaci Czarnecki Thompson
Director, Student Services & Support
New York University
jaci@nyu.edu

Moira Rogers, Ph.D.
Executive Director, Education Abroad
University of Maryland
mrogers8@umd.edu

Lauren Ruszczyk
Assistant Director, Education Abroad
University of Maryland
lrus@umd.edu