OUR STORIES:

Recruiting and Retaining People of Color in College Health Promotion

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Abstract and Learning Outcomes

Professionals of Color remain underrepresented in health promotion and senior leadership positions, and for this to change, it is important to create opportunities to explore how to recruit and retain professionals. The experiences of current professionals via narrative storytelling will be used as a method of exploring how they have navigated the higher education landscape. The presenters will provide an opportunity for self-reflection, discussion of current trends, data and other implications for barriers and best practices for professionals of color. The facilitators aim to create a space for open dialogue, and how to build support for these professionals.

Learning Outcomes

- List 3 recruiting strategies for Professionals of Color.
- List 3 retaining strategies for Professionals of Color.
- List strategies how POC navigate systemic and cultural bias.

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Disclaimer

- This presentation is based upon our own stories as women of color, but we do not have the power or ability to speak on behalf of all women of color.

- We understand and accept that this presentation might make some of you feel uncomfortable based upon the content. Please feel free to ask us any questions if you need clarity openly in this discussion or privately once this presentation ends.

- Our stories are based upon our experiences and understand that some of the issues related to women of color are institutional and at times personal.

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Background on Diversity

As our campus populations become progressively diverse, more campus health and wellness entities are seeking to have staff that reflect the student population.

Diversity is imperative as many health related pipeline programs from K-12 to higher education lack consistent recruitment into relevant degrees.

Representation is important in addressing the needs and interests of the campus community professionals serve. However, the challenge lies in the limited availability of diverse professionals to fill vacancies.

The professional workforce does not reflect the diversity of our country.

The underrepresentation of various demographic groups in health and wellness may affect the health outcomes of colleges and universities.

Professionals of Color work from various intersecting identities, thus they are constantly conscious of how their race/ethnicity, age, gender identity, and cultural identity impacts job opportunities.
Why Diversity Matters?

- It positively impacts the bottom line: Companies in the top quartile for gender and racial/ethnic diversity are more likely to outperform their peers.
- It enhances creativity and leads teams to breakthrough innovations.
- It improves employee retention, positive perceptions of the work climate and satisfaction levels.
- Diverse staff have academic and social benefits for all students.

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Evidence-based strategies that support the hiring of people of color and women

- Discuss candidate diversity early in the recruitment process, and select the search firm that best understands and represents the school’s values. Ask search firms about their methods and resources for recruiting and selecting candidates. Emphasize the need to see female candidates from the beginning of the process, and set clear expectations and guidelines about the types of candidates you want to see, including diversity requirements.
- Provide training about implicit bias for all trustees and administrators responsible for hiring and supervision. Employ evidenced-based bias reduction practices throughout the hiring process, including accountability measures that eliminate double standards for culturally diverse candidates.
- Consistently include individuals with diverse demographic and cultural backgrounds on search committees. Be conscious of implicit biases that affect
the way the search committee and school community perceive candidates. Be thoughtful about how experience is evaluated, but also keep an open mind about candidates with experience that may not be familiar.

• Work with your own female leaders at the school (including non-academic leaders) to assess their career aspirations and interest in pursuing a headship. Encourage aspiring female leaders to have a career mentor, and encourage veteran male and female leaders to sponsor candidates for the next level of leadership. Identify work/life balance issues, but guard against stereotyping female candidates as more family-focused and as less committed to workplace priorities than males.

• Make a significant and sustained investment to change practices and culture so women can achieve their full potential. Continue to analyze and review your salary practices to make sure they are fair. Have clear criteria to evaluate the performance of employees to make sure your process is not biased. Research shows that women are typically hired and promoted on the basis of what they have already accomplished, while men are hired and promoted on the basis of their potential. Joanna Barsh and Lareina Yee, *Unlocking the Full Potential of Women at Work* (Washington, DC: McKinsey & Company, 2012); online at http://www.mckinsey.com/business-functions/organization/our-insights/unlocking-the-full-potential-of-women-at-work.

Are white men concern about work-life balance?
Q20. The following are opinions people may have related to the headship hiring process. Please indicate your agreement with each statement below. (Showing top 5) Capital letters indicate group is significantly higher than lettered group.
Shawnté’s Story

- My family is full of educators and nurses; thus my passion for helping others is innate.

- Single Parent household, community raised, father in recovery, 1st Generation College Student.
Shawnté’s Story Continued...

**Workforce Issues**
- Being the only one...
- Expectations of an employee/wife/mother

**Leadership Issues**
- Lack of opportunities
- Only “useful” when dealing with specific populations
- Known to “get-it-done”

**Empowerment Issues**
- Imposter Syndrome
- Automatic Negative Self Thoughts
- Playing nice in the sandbox

**Educational Issues**
- Afraid of getting doctorate
- Financial wellness

**How I Have THRIVED In College Health**
- My Faith
- Family/Friends. Mentors. Allies and Sponsors

• My Faith, this is my Vocation
• Being Flexible
• Role Models AND Mentors
• Multiple “Pots” on the stove
  - Expanding Skills
  - Gaining training and certifications
  - Creating and taking on opportunities to grow
• Remaining grounded that this work isn’t about me, it’s about the students, staff and faculty I serve
• Controlling who or what can dim my light; tougher skin
• Vocalizing concerns, bias, bullying for me and my peers
• Giving back to the field – It is not an option
  Mentoring and Supervising interns
  Creating opportunities
  Being vulnerable, available and authentic
I’m a Connecticut born, southerner now by way of North Carolina. I am blessed to have 3 siblings and amazing parents...along with my beautiful wife and nephew. I am fortunate to work in public health, aiming to move our students from surviving to thriving. Like many of us, my life is full and complex. I am also a survivor of sexual abuse, working to protect other Queer, Black female-identified folks. It’s my pleasure to be sharing space with all of you.
Charla’s Story Continued...

**Workforce Issues**
- Systematic Racism...
- Communication misses (misinformation, misalignment, missteps, mismanagement)

**Leadership Issues**
- Lack of opportunities
- Lack of Brave and Vulnerable Leaders
- Tone Down

**Empowerment Issues**
- Imposter Syndrome
- Perfectionism (Blessing and a Curse)
- Sandwiched

**Educational Issues**
- STUDENT LOANS v. Higher Ed Salary

**How I Have THRIVED in College Health**
- 3 P’s (Pause, Pray (Meditate), Positivity
- Community (Family (blood/chosen), Sisters (chosen), Mentors (multiple types)

Workforce Issues
- UNC is a HWI, in the south built by my ancestors. And we are still fighting for the protection (freedom) and well-being of our students (the most underrepresented, and marginalized)
- Communication is beyond a challenge in higher ed, decisions or lack thereof are at the root of the misses

Leadership Issues
- Our opportunities to lead, sit at the table and to be tapped for growth is lacking
- I need leaders to be brave and vulnerable and tell me they see me, they see my concerns and they want to work on a plan together...they want to support me and efforts
- The tone at the top decides what we build/work on...we resource what and who we value, and employees see/feel “that”

Empowerment Issues
- The constant echoing of the internal critic and the society’s daily messages of “you don’t belong” (being the only one, being questioned about how/why I am here, having a President that is very clear about his beliefs as they relate to folks of color and are female identified
- If you’re type A, you understand this all to well...
As a middle “management” supervisor having several direct reports (with passions, needs, and concerns), and then reporting to Director with who also has passions, needs, and concerns and when those are in conflict, it’s very much like being in a sandwich. Trying to balance both requires high levels of negotiating and relationship building, as well as trust.

Educational Issues
- Enough said

Thriving ebbs and flows. I pause regularly to decide if and how to respond, then pray/meditate to center peace and do my best to focus on what is working...

I need community, we all need community-blood and chosen family. Additionally, multiple mentors for varying opportunities that present. Definitely giving back assists in managing the multiple issues, being a mentor and cultivating community with new folks in the field and bolstering/supporting seasoned folks/friends-is so vital.
New yorker
proud med school drop out
passions are wholeness, self compassion,
Time and support: my program being all consuming so literally not having the time to do anything else (college refusing to expand human and financial resources)

People always trying to put me in my place
Is it A Pipeline Issue?

CB

What color/gender is the company’s pipeline and why?
What percentage of women and diverse employees are needed in the pipeline to create a difference over the next three to five years?
Are there succession plans targeted to women and diverse employees?
How will the company determine success of those plans? What metrics and measures are needed?
How often does the company review and identify women already in the internal pipeline?
What employees are getting visibility, new job experiences, and stretch assignments? Who has access to opportunities for mentorship and sponsorship?
Are individualized employee development plans in place to put female employees on the path to advancement? How are those plans measured in terms of progress, timeliness, mobility and advancement?
Does the organization know what roles in the organization yield the highest promotable successors? What is the velocity of movement (promotion rate) of employees involved in the sponsorship program?
How does it compare to similar employees who are not in the program?
Does the company require that external slates for hiring and internal slates for promotion are diverse?
## Recruitment & ReTENSION

### Scaling & Planning

<table>
<thead>
<tr>
<th>Short-Term</th>
<th>Mid-Term</th>
<th>Long-Term</th>
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<tbody>
<tr>
<td><strong>Low Resource</strong></td>
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<tr>
<td>Provide ongoing verbal support</td>
<td>Adjust recruitment materials to portray accurate offerings and experiences</td>
<td>Track experiences and climate over time</td>
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<tr>
<td>Send opportunities to Large listservs</td>
<td>Research free of low cost training</td>
<td>Create a plan for ongoing intentional check-ins with staff</td>
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<td>Survey experiences and climate</td>
<td>Build connections through NASPA, ACHA, SOPHiE or other professional networks</td>
<td>Create a system for intentional professional development planning</td>
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<td>Acknowledge and validate</td>
<td>Distribute articles/resources and facilitate regular discussions</td>
<td>Determine what recognition exists</td>
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<tr>
<td>Assess knowledge and current utilization of staff</td>
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<td>Build in a measure for accountability</td>
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<td>Research free or local training opportunities</td>
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<tr>
<td>Distribute articles/resources</td>
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<tr>
<td><strong>Medium Resource</strong></td>
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<tr>
<td>Look outside of Higher Education</td>
<td>Establish mentoring opportunities within existing staff</td>
<td>Build a community of staff and students, not a string of individual recruits</td>
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<tr>
<td>Reaching out to professionals of color to share job opportunities with their networks</td>
<td>Consider implementation of identity-based support groups</td>
<td>Create a system for intentional professional development planning</td>
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<tr>
<td>Take a personal approach to recruitment</td>
<td>Attend or host identity-based trainings</td>
<td>Establish departmental expectations and values regarding D&amp;I and how they are assessed with performance</td>
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<tr>
<td>Survey experiences in response to key events</td>
<td>Conduct informal “Stay” interviews of staff</td>
<td>Conduct assessment of supervisor competency related to cultural competence and anti-bias</td>
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<td>Assess growth of knowledge of staff</td>
<td>Assess current D&amp;I initiatives</td>
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<tr>
<td>Commit to attending a free or low-cost training and host a departmental debrief</td>
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<td>Promote/support social connection/mentoring</td>
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<tr>
<td><strong>High Resource</strong></td>
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<tr>
<td>Build development plans to support differentiation of learning</td>
<td>Create a system for intentional professional development planning</td>
<td>Hire a professional consultant to conduct a thorough climate study of your department</td>
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<td>Invest in conferences or trainings with an expectation of knowledge sharing and implementation</td>
<td>Establish collateral assignments to increase opportunities for development</td>
<td>Designate a leadership position for diversity and inclusion initiatives and provide support and clear expectations</td>
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<tr>
<td>Adjust recruitment materials to portray accurate offerings and experiences</td>
<td>Increase support of identity-based support groups (time/finances)</td>
<td>Clearly articulate expectations for other roles in terms of D&amp;I</td>
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</tbody>
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Kirsten Aranas & Melinda Gilliam  
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NASPA Western Regional Conference 2019 – Portland, OR
KRIS

Based on what we have learned from the search process and the type of experience that search committees and search firms are looking for, we noticed some potential issues for women and PoC. Division leaders and assistant heads are considered the strongest candidates, while business
officers, admissions officers, and diversity practitioners are seen as having less relevant experience. This hurts women and also people of color, who are more likely to come from non-academic roles.
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Common Search Issues

Assembling The Search Committee –
- Intentionally include individuals from different racial, ethnic and cultural back-grounds on the search committee.
- Some schools found that having a diverse search committee helped attract diverse candidates.
- When not using a search firm, search committees rely on advertising and internal candidates.
- Cost challenges
  - Upfront costs to Departments
  - Cost to the candidate

If working with a Search Firm – Search firms use their own judgement and criteria in deciding who to present, so their implicit biases may put certain candidates at a disadvantage.
- Discuss candidate diversity early on and select the firm that best understands and represents the school's values.
- Ask search firms about their methods and resources for recruiting women and people of color, to ensure that they will cast a wide net. Request proactive outreach to people of color and other underrepresented populations.
Interview Process

- The search committee conducts short interviews with 4-12 candidates in person or virtually before selecting the finalists.
- Committee selects between 2 and 4 finalists to spend a couple of days on campus meeting with faculty, staff, and students.
- Candidates of color do not get the chance to meet with faculty of color during the on-campus interview process.

Most did not have candidates of color who made it to the finalist round.
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<th>Major Themes</th>
<th>Category of Findings</th>
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<tbody>
<tr>
<td><strong>The Mentor Experience</strong></td>
<td>• Psychosocial support (RQ1)</td>
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<td>• Career/Professional development (RQ1)</td>
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<td></td>
<td>• Authenticity between Mentor and Mentee (RQ1)</td>
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<td></td>
<td>• Race and gender significance (RQ1)</td>
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<td></td>
<td>• A community/network of professionals (RQ1)</td>
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<td><strong>Institutional Barriers and</strong></td>
<td>• Concrete Ceiling (RQ2)</td>
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<tr>
<td><strong>Challenges</strong></td>
<td>• Lack of access and exposure (RQ2)</td>
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<td>• Underrepresentation of women of color within the institution and administration. (RQ2)</td>
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<tr>
<td><strong>Paying it Forward</strong></td>
<td>• Importance of Giving Back by Mentoring women and students of color. (RQ3)</td>
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<tr>
<td><strong>Establish Formal</strong></td>
<td>• (RQ1, 2, 3)</td>
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<tr>
<td><strong>Mentoring Programs</strong></td>
<td>• (RQ1, 2, 3)</td>
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</table>
Common Stereotypes People of Color Experience

- Angry black woman/Aggressive
- Token professional/Status Quo
- Under/Over qualified
  - Requiring additional degrees/certifications/etc.
- Uncle Tom
- “Not the right fit” for the institution
  - Do not speak well enough
- Trying to take over the office
  - Demanding
Common Barriers Experienced*

- Concrete Ceiling (RQ2)
- Lack of access and exposure (RQ2)
- Racism and Sexism (RQ2)
- Stakeholder perception of lack of competence (RQ2)
- Underrepresentation of women of color within the institution and administration. (RQ2)
- Those at PWIs shared it seems like recruiting and retaining diverse staff is not a priority.

Mentors reminded them that they weren’t the only ones who have faced struggles or barriers.

Top 7 Barriers

1. Few WOC in their department or they’re the only WOC
2. Hard time finding a mentor/role model who looks like them
3. Having to be the person to bring up concerns or issues...
   - Monica shared: "Why are you always the one talking about race, why do you always see things in a racial lens?" Her response to her colleagues stated, "I have to because I live in this body every day!". 
4. Having to work twice as hard as their Caucasian colleagues
5. Mindful of how they respond to their colleagues (stereotyped)
6. Systemic issues within higher education and the workplace
   - Rhonda shared: "It continues to be a very stacked deck, and I like to say the race card is not a card, it is a fact!".
7. Low pay and Worth, for amount of time worked, despite education/certification.

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The Process – When Something Goes Wrong

- Did I say or do something wrong?
- Retraces in mind, what they have done up until the issue...
- Calls mentor, friends, colleagues of color, family to process what has happened

- Conclusion, I did nothing wrong
  - Is it because.... I’m black, a woman, new, confident?
  - Stays to themselves, hyperconscious of actions, or continues to function “normally”

- Conclusion, I did something wrong
  - Is this the response everyone gets when they make a mistake?
Common Recruitment Strategies

- Large listservs (i.e. CHES, ACHA, etc...)
- Word of mouth
- Large conferences
- Look outside of Higher Education
- Recruiting in academia and professional settings
- Reaching out to professionals of color to share job opportunities with their networks
- Take a personal approach to recruitment
- Commit to training hiring personnel on best practices on holistic searches (i.e. spousal hiring)

CB
Common Retaining Strategies

- PWIs should be conscientious of their university and local community’s support for diversity and inclusion, and any areas, departments that can hinder cultural shifts.
  
  “Amber shared that her race impacted her as she worked at PWIs, who sent her to conduct presentations in areas where racists lived and would hassle her until she left the county.”

- Build a community of staff and students, not a string of individual recruits
- Assist in locating a diverse set of role models and mentors
- Continuously show “YOU Care” (By their Appreciation Language)
- Addressing issues and concerns quickly
- Social Events
- 360 Evaluations
- Exit Interviews
- Continuing education
- Attending National and Regional Meetings
- “Get to Know You Form”

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What Can YOU Do? What’s Next?

Best or Informed Practices for an Ally/Sponsor:

• Don’t let the conversation stop here
  ◦ Make an action item, create short and long term goals for your department
• Create Mentor programs
• Recognize our Bias, we ALL have bias
  ◦ Create a plan to work on the BIAS of the department to embrace diversity and inclusion
• Going beyond the diversity statement mission/values; “Practice what you Preach”
  ◦ Have specific questions during the interview process that relate to the departments values on
diversity and inclusion
• Invite and embrace what diversity can bring to your department
• Don’t be afraid to speak up!
  ◦ If everyone in your department looks like you, there is a problem
  ◦ Understand that change is good
Reflection & Discussion

1. What are your department’s strategies for recruiting and retaining staff of color?

2. Within the interview process, what statement does your department make to potential candidates, that show your inclusivity?

3. Within the interview process, are there any specific questions around diversity and inclusion?

4. Questions for you to reflect on as an Ally: What do you think are some barriers and challenges that individuals of color would not be interested in your institution?

5. Questions for you to reflect on as a Professional: What have been your experiences of color working in College Health Promotion?
Reflection & Discussion

1. What’s your diversity ratio in your department?

1. How many people of color do you know in Health Promotion offices?

1. How many people of color do you know in leadership positions in Health Promotion offices?

2. Do you have a section for diversity and inclusion in your department's strategic plan?
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