



SUSTAINABLE CAREER MAPS FOR [HIRE ED]

**Identifying and Transforming Oppressive Hiring
Practices in Higher Education and Student Affairs**

RÉSUMÉS

CONTENTS

THIS RESOURCE: WHY + HOW + WHEN	3
GROUNDED FRAMEWORK	7
RÉSUMÉS + RESPONDING TO HIRING BIASES	8
ANTIDOTAL PRACTICES	13
NEXT STEPS	18
REFERENCES	20
APPENDIX A: CONTENT AUTHORS	22

WHY THIS RESOURCE?

ACPA’s Report on 21st Century Employment in Higher Education offered “a call to action meant to serve as a guiding framework for a sustainable future for the profession.” To make further meaning of the analysis and recommendations of the report, members of ACPA’s Commission for Career Services, an entity group of educators, developed a suite of supplemental resources intended to support higher education and student affairs (HESA) practitioners as they, “work, lead, and support their career and the careers of those around them.”

While the functional area of career services is primarily toward students, the authors took a collegial lens with aims to inform HESA practitioners for the wellness of their career and the careers of those around them. As career services educators, regular interactions with employers across industries and students across disciplines have led us to believe these resources will help to critically examine problematic workplace norms in higher education that are often not identified or addressed.

HOW TO APPROACH THIS RESOURCE

(1) Begin with clarity for resource intention

- **This resource identifies the overt and subtle characteristics of organizational [supremacist] culture in hiring models.**

(2) Comprehend the problem deeper

- **“Okun’s (2021) White Supremacy Culture framework illuminates the conception, continuation, and legacies of white supremacy in the United States.” Guided by this framework, this resource connects common HESA hiring practices to systems that maintain white supremacist culture in the field.**

(3) Review examples and considerations for improvement

(4) Prepare actions for implementing

WHO SHOULD USE THIS RESOURCE?

(PRIMARY) HESA Job Seekers/Candidates

RED COLOR DENOTES THIS AUDIENCE THROUGHOUT THE RESOURCE

- By clarifying the purpose and intent of common hiring practices and acknowledging potential problems with each practice, this resource educates and empowers candidates to make intentional decisions during their searches. Ideally, this will result in candidates accepting roles at HESA institutions with aligned values.

(SECONDARY) HESA Hiring Managers and Allied Mentors*

GOLD COLOR DENOTES THIS AUDIENCE THROUGHOUT THE RESOURCE

- Ultimately, to transform biased practices in higher education, current HESA professionals must also be able to identify and advocate for systemic reform.

WHEN TO USE THIS RESOURCE

While reflecting on and journaling career impact

While researching and applying for specific roles

When responding to prompts during interviews

When articulating deliverables at professional development events

During performance reviews

*While advising emerging HESA graduates and leading in professional hiring processes

GROUNDING LOGIC + SCHOLARLY FRAMEWORK

The problems and recommendations in this document are based on lived experiences of ACPA professionals and peers. To honor relevant scholars and their work, we also cite a selection of sources to further contribute to a growing body of scholarship on these topics.

REFINING RÉSUMÉS IN RESPONSE TO EXISTING HIRING BIASES

DEFINING THE INTENT OF A RÉSUMÉ

A résumé is a document that summarizes a candidate's qualifications into a digestible format. Key components of a résumé include brief descriptions of work experiences that convey the scope and scale of duties, as well as a candidate's educational background and applicable skills.

NAMING KEY PROBLEMS

Of Okun's (2021) *seven-domains used to understand the maintenance of white supremacy within HESA culture and organizations*, perfectionism, and quantity over quality emerge as problems for job-seekers when creating résumés.

NAMING KEY PROBLEMS: PERFECTIONISM

Perfectionism can be defined as, “the conditioned belief and attitude that we can be perfect based on a standard or set of rules that w did not create, and that we are led to believe will prove our value” (Okun, 2021, p. 8).

Candidates may feel the résumé is for showcasing high-status education and employers rather than showcasing their skills and accomplishments.

NAMING KEY PROBLEMS: QUANTITY OVER QUALITY

Quantity over Quality encourages valuing “things that can be counted [rather than] things that cannot” (Okun, 2021, p. 16).

Candidates can be pressured to highlight accomplishments with clear metrics over different types of positive impacts.

ANTIDOTAL RÉSUMÉ PRACTICES

RECALIBRATE THE ROLE OF RÉSUMÉS IN HIRING

For too long, résumés have served as a gatekeeping mechanism. This remains a present issue as candidates are often eliminated from the hiring pool over minor issues, illustrating oppressive use of résumés as a contest of perfectionism and showmanship.

ANTITODE CONCEPT: Focus on valuing transferrable skills over prestige of institutions or directly related roles.

ANTIDOTAL RÉSUMÉ + MATERIAL PRAXIS

Ground your material/s with the notions that words matter and your work can be evidenced dynamically.

- *RESIST VIOLENT AND SUPREMACIST LANGUAGE*
 - *PHOTO IN LIBRARY WITH OPTIONS*
- *CONSIDER WHERE YOUR EVIDENCE CAN BE LINKED/ATTACHED IN YOUR RESUME*
 - *TYPEWRITERS*

ANTIDOTAL RÉSUMÉ + MATERIAL PRAXIS

Focus on multiple components of application

- ***LINKEDIN PROFILE***

HIGHLIGHT RECOMMENDATIONS AND/OR RELATIONSHIPS WITH HYPERLINKS IN YOUR RÉSUMÉS WHERE AND OTHER MATERIALS + CORRESPONDENCE

- ***COVER LETTER & EMAIL CORRESPONDENCE***

RÉSUMÉS QUALIFY YOUR EXPERIENCE FOR A ROLE; ENGAGE IN ASSESSMENT AND ALIGNMENT OF INSTITUTIONAL TONE (FREQUENTLY USED WORDS/ PHRASES) IN OTHER CORRESPONDENCE, DELIBERATELY

ANTIDOTAL RÉSUMÉ + MATERIAL PRAXIS

Focus on multiple components of application (cont'd)

- *INFORMAL CONVERSATION & COFFEE CHATS*

PEOPLE ARE WHO MAKE THE DECISIONS, SO ALIGN THE KEY LANGUAGE AND FEEDBACK WITH MEMBERS OF THE ASPIRATIONAL ORGANIZATION WHEN/WHERE YOU CAN

- *HYPERLINKED WORK SAMPLES*

CONSIDER WHAT ASSETS YOU CAN LINK FROM DRIVES AND PUBLIC PLATFORMS AS EVIDENCE OF YOUR IMPACT; THIS ALLOWS YOU TO DEMONSTRATE A LEAN TOWARD QUALITY OVER QUANTITY

ANTIDOTAL HIRING PRACTICES

*Advising on and Reviewing Résumés

- Remind candidates the résumé isn't the only way to make an impression during the hiring process
- Listen for candidate sentiments that align with the seven domains of white supremacist culture
 - Seek to understand and validate their concerns
 - Challenge the notion that there is only one way to create a successful résumé
- Take a holistic look at each candidate
- Do not eliminate individuals over minor issues and omissions

NEXT STEPS + RECOMMENDATIONS

Processes, procedures, and policy

- As you apply and interview, consider the variables of your alignment (or not) with employers as they communicate in an application process. Listen for language of résumé biases like:
 - Emphasis on players who have done identical work in the past without applying a lens of evaluation for impact
 - A primary focus on people with no typos or minor errors in their résumé
THIS PRACTICE IS PROBLEMATIC AND DEHUMANIZING – WE ARE WIRED TO MAKE MISTAKES. MOMENTS OF ALIGNMENT SIT IN HOW WE RESPOND TO FEEDBACK AND SELF-EVALUATION
 - Setting aside candidates with any gaps in their résumé

CALL/S TO ACTION

There is only so much content to be offered without more personal context. The primary aim of this resource is to inform HESA practitioners about the wellness realities of their career and the careers of those around them.

Regular interactions with job-seekers across disciplines employers across industries (consider the sequence and power dynamics) lead us to believe that: this resource can help critically examine problematic workplace norms in higher education that are often not identified or addressed.

CONSIDER THIS RESOURCE A PART OF PHASE ONE. CONTACT NICK.FAHNDERS@GMAIL.COM FOR ANY IDEAS AND/OR FEEDBACK FOR PHASE TWO.

REFERENCES

The Chronicle of Higher Education (2022). Staffing for success: How to build and sustain your institution's work force. <https://store.chronicle.com/products/staffing-for-success>

Mackenzie, L. N., Wehner, J., & Correll, S. J. (2019). Why most performance evaluations are biased and how to fix them. Harvard Business Review. <https://hbr.org/2019/01/why-most-performance-evaluations-are-biased-and-how-to-fix-them>

Okun, T. (2021). White Supremacy Culture-- Still Here. https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/white_supremacy_culture_-_still_here.pdf

REFERENCES

Reece, B. J., Tran, V. T., DeVore, E. N., & Porcaro, G. (2019). *Debunking the myth of job fit in higher education and student affairs*. Stylus Publishing, LLC.

SHRM (n.d.). Paid sabbatical leave policy.

<https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/sabbaticalleavepolicy.aspx>

Wilder, C., S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America's universities*. Bloomsbury Press.

APPENDIX A: CONTENT AUTHORS*

ALPHABETICAL BY LAST NAME

Daniel DeHollander
MCDANIEL COLLEGE

Nick Fahnders
UNIVERSITY OF CHICAGO

Sanam Kazi
UNIVERSITY OF CHICAGO

LeChae Mottley
UNIVERSITY OF CHICAGO

Marina Williams
UNIVERSITY OF CHICAGO

***THESE AUTHORS ALSO WISH TO
ACKNOWLEDGE THE GREATER
CONTRIBUTIONS OF THE 2022-23
ACPA COMMISSION FOR CAREER
SERVICES DIRECTORATE MEMBERS**