Film Facilitation Guide

The "Interrupting Bias in the Faculty Search Process" film is intended to be presented within the context of a carefully facilitated presentation on bias and shortcuts in the faculty search process, both of which lead to erroneous conclusions about the competence of faculty candidates from historically marginalized and underrepresented groups. This guide supports the film and supplies the tools you need to facilitate a discussion about diversity in faculty hiring at colleges and universities.

To allow for a robust discussion and full engagement with the film case study and the concepts demonstrated in the film, the recommended session time is 90 minutes. If a 90-minute session is not possible, the film can also be presented in a 40-minute session, though not all concepts will be discussed. Even under a compressed timeline, it is important the audience have some time to reflect collectively and share their thoughts on the film.

FACILITATION GUIDE

90-minute Session Outline:
- Steps 1 – 4: Lay the foundation and review key concepts, research on bias, and common shortcuts (50 minutes)

- Step 5: View film (10 minutes)

- Step 6 – 7: Discuss film and brainstorm strategies and best practices (30 minutes)

- Instructions for an abbreviation 40-minute session are provided in the steps below.

Pre-session Preparation:
- Gauge your audience. Are they diversity advocates, potential advocates, or do they need some convincing about the merits of diversity?

- If presenting to a skeptical audience, you may want to start with the research on why diversity is important.

- Review the [sample PowerPoint presentation file](#).

Step 1: Introduction
Tell your audience you will watch a short film depicting a faculty search committee discussion and, as a group, analyze the search committee's dynamics to better understand how subtle bias occurs and can thwart the diversification of the faculty. Stress that although the film is set in a computer science department, it is applicable to all disciplines where hiring decisions are made through a process of evaluation. Let the audience know that, before viewing the film, you will explore barriers within the faculty search process that prevent the fair evaluation of underrepresented candidates.

Step2: [Review Key Concepts](#)
You may ask the audience for their definitions of these key concepts first before clarifying in terms most relatable to this film. After defining, solicit examples from the audience.
(In an abbreviated 40-minute presentation, not all concepts will be reviewed. See the Key Concepts document for details.)

Step 3: [Review Research on Bias](#)
This is a chance to share the research that demonstrates the influence bias plays in evaluation settings in the academy, which impacts faculty demographics.
(In an abbreviated 40-minute presentation, not all research studies will be reviewed. See the Research on Bias document for details.)

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Step 4: *Review Common Shortcuts*
Common shortcuts occur in common everyday situations. How and what we speak sends messages about who is valued, who belongs, and who is included. Place an emphasis on these shortcuts because they will all manifest in the film.
(In an abbreviated 40-minute presentation, not all common shortcuts will be reviewed. See the Common Shortcuts document for details.)

Step 5: Show Film, Both Endings
Pause after the first ending and ask:
- What did you notice in the film?
- What privileges, biases, and cognitive shortcuts did you observe?
- What might be motivating each of the characters' behaviors?
- What would you do differently?

Step 6: Group Questions
After showing the second ending, open the discussion with some questions such as:
- Who is the change agent here?
- What might be an obstacle to being a change agent in your organization? Why do it then?
- What other change agent behaviors or actions could one take at one's university?
- As leaders, how do you develop change agency in others?
- What does diversity mean in the academy in terms of scholarship?

(In the abbreviated 40-minute presentation, select one question for discussion.)

Step 7: *Best Practices for Faculty Recruitment & Hiring*
Ask your audience for their ideas on best practices for faculty recruitment, hiring and evaluation. Share best practices identified in this guide. Ask audience what they will do differently in their next faculty search.