STEAD Workshop on Faculty Recruitment for Excellence and Diversity

Recruitment Design & Practice Recommendations

Setting the stage for a successful recruitment:

Design an "All-Hands-on-Deck" recruitment effort

- Build networks during conferences and campus visits
- Develop opportunities to meet promising people
  - ⇨ Ask colleagues about their women and URM mentees
  - ⇨ Attend sessions with focus on Diversity, Equity, and Inclusion
- Invite promising early-career scholars to department colloquia
- Keep a departmental list of "people to watch out for"
  - ⇨ List should be broad, and emphasize diversity
  - ⇨ Built with contributions from all faculty
  - ⇨ Review the list frequently, being mindful of biases, looking for broad representation

Tracking recruitment outcomes

- Acknowledge your field-expertise does not translate to recruitment
- Keep a record of how each candidate on the short list fared after 5 years
- Use this as feedback.

Defining the position

- Define the position as broadly as possible

Advertising the position

- Carefully review the language used in the job ad
  - ⇨ Possible tool: "Gender Decoder for Job Ads" at http://gender-decoder.katmatfield.com/
- Express interest in diverse and excellent applicants
- Include policies that illustrate commitment to diversity
- Provide clear, accessible information about the application materials
  - ⇨ Research, Teaching, and Contributions to Diversity

Consider the environment

- Assess the environments in our departments, labs, research groups
- Change environmental cues to signal diversity is valued
- Develop an environment that is warm, supportive, and genuinely committed to attracting and retaining diverse and excellent scholars

Evaluating Applications:

Ways to reduce the influence of schemas on evaluation and to support "slow thinking" approaches

- **Cognitive strategies**
  - ⇨ Acknowledge the influence of schemas
  - ⇨ Act to control their influence on evaluation
    - ➡ Focus on individual characteristics
    - ➡ Focus on relevant criteria
    - ➡ Justify judgements with specifics
    - ➡ Remind ourselves of our commitment to equity/fairness

- **Process strategies**
  - ⇨ Allow sufficient time for review
  - ⇨ Employ systems to:
    - ➡ keep the focus on merit
    - ➡ check for bias

Ways to reduce the biasing influence of proxy measures

- Acknowledge the limits and biases in our standard evaluation metrics and methods
- Goal = Design the evaluation process to: go beyond proxies, use slow thinking, and keep the focus on achievement and potential

- Design the request for **application materials**
  - ⇨ Align the application materials with the evaluation criteria
  - ⇨ Provide clear information about the materials requested
  - ⇨ Limit the number of publications requested
  - ⇨ Ask applicants to identify one pub they feel best represents their scholarship

- Design the **evaluation process** (to limit likelihood of shifting standards, etc.)
  - ⇨ Establish specific criteria to evaluate applicants' materials
    - ➡ Before reviewing applications
    - ➡ Opportunity to be explicit about valued characteristics and how they will be measured
  - ⇨ Develop a rubric for evaluation
    - ➡ To facilitate the systematic application of review criteria to all applicants
  - ⇨ Independent review of all applications (by at least 2 committee members)
  - ⇨ Go deeper into (read/skim) at least one paper for every applicant who meets a set of basic requirements set by the committee

Interviewing and selecting candidates:

Pre-interviews and all Video Interviews
- All committee members should be involved in the interview
- All pre-interviews should be done via video conference (even if applicant is local)
- Give plenty of lead-time for the candidate to prepare.
  - ⇨ Offer all candidates a "dry run" with a staff person; check their connection, set volume, lighting, etc.
- The same set of questions should be asked of all candidates during the video interview
  - ⇨ Limit use of prompts and follow-up questions which are much more likely to vary across candidates (and where factors like personality are more likely to drive responses and evaluation)

Interview and Visit – planning
- Collect information from candidates – pronouns, food preferences, scholars wish to meet, resources to explore
- Make sure candidates are informed well in advance about all the visit will involve
  - ⇨ Include language such as: "The goal of the chalk talk is ____"
- Carefully construct the list of people with whom the candidate will meet.
  - ⇨ Include a **broad and diverse group** of people, and make sure each candidate **meets with individuals who will be critical to their work** (e.g., directors/affiliates of relevant research institutes)
- Dept chair sends email reminder of "questions that should not be asked" to all who may interact with candidate
- Give a comprehensive packet of information to ALL candidates at the start of their visit

Interview and Visit: The Job Talk
- Standardize how each candidate will be introduced (who will deliver it, content and length of time allotted)
- Establish "ground rules" for how the talks will be moderated
  - ⇨ Discuss in advance with faculty
  - ⇨ Reiterate as part of the introduction
  - ⇨ Apply same rules/format to all candidates
  - ⇨ Introducer serves as timekeeper and "referee" for presentation and discussion, reiterates ground rules
- Re-establish commitment to focusing on what matters – merit (not dress, appearance, accent, etc.)

Candidate Selection: Who Will Get the Offer?
- Develop explicit, valid criteria and procedures for evaluation and selection
- Use a rubric for evaluation of the interview process/job talks to keep focus on the agreed-upon criteria.
- Avoid "two-body problem" language in all discussions related to the recruitment
  - ⇨ Disallow the consideration of partner careers in candidate selection.
  - ⇨ Acknowledge that this kind of "risk aversion" is based on flawed/incomplete information, and can lead to flawed conclusions.

Recruiting the Candidate
- Identify your candidate's needs and work with the Dean's office to address them
- Support the candidate's negotiations with the Dean
- Provide mentoring support

Recruiting the Candidate: Dual-career and multiple hires

Situation: Your top candidate has a partner who is also a career academic
- View this as a potential opportunity
- Work with your Dean to identify resources, opportunities for the dual-career recruitment
  - ⇨ Take advantage of a variety of University programs such as POP and CRN

Situation: TWO incredible candidates emerge from the search.
- Work with your dean to see if both hires are possible, particularly if those candidates reflect our search for diversity and excellence.

Recruiting the Candidate: The second visit
- Talk to the candidate and find out their needs and concerns
- Refer them to the proper resources
- Take advantage of a variety of University programs such as POP and CRN