

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

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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

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Interviewing and selecting candidates:

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

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: 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