



UNIVERSITY *of* DELAWARE



ADVANCE

This way up.

Faculty Recruitment - Best Practices: Searching for Excellence

UD ADVANCE

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NSF ADVANCE PAID 081993 and ADVANCE-IT 1409472



Faculty Recruitment - Best Practices: Searching for Excellence

Presenters today:

Michael Chajes (Civil & Environmental Engineering)

Pam Cook (Math, COE)

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Heather Doty (Mechanical Engineering)



National Science Foundation ADVANCE-IT 1409472



UNIVERSITY *of* DELAWARE

Introductory Remarks

Babatunde Ogunnaike, Dean of Engineering



National Science Foundation ADVANCE-IT 1409472



Search Committees

Your goal?

Hire the best person to fit the needs of your department/
College and UD – someone who will do well and stay at
UD.

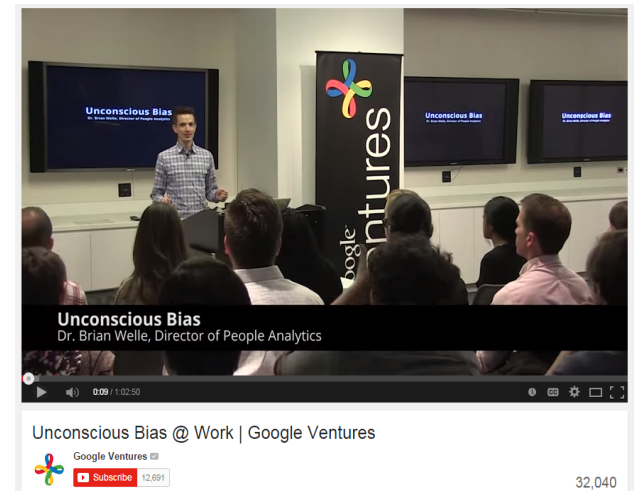
- hiring is a major investment in time and money
- loss of faculty disrupts the department and negatively impacts morale



Search Committees

Your task is very important, but it's not easy to do well.

- NSF knows it (e.g., ADVANCE)
- Our peer universities know it (e.g., UW, UMich)
- Major companies know it (e.g., Google, Facebook)
- We know it



<http://www.youtube.com/watch?v=nLjFTHTgEVU>



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ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) N

ADVANCE Program Information



W I S E L I

Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison





Today's Plan

- Walk through UD's faculty search process
- Identify common key pitfalls
- Learn research tested methods that will help you achieve your goal of hiring the “best” person for the job.

***Help ensure we hire the best faculty we possibly can
...excellent scholars, teachers, leaders***



Workshop Agenda

- A. New directive from the provost office
- B. Relationship between excellence and diversity
- C. Search Process, Stage 1 – committee practices & building a candidate pool
- D. Search Process, Stage 2 – practices for fair and effective evaluation of candidates
- E. Search Process, Stage 3 – interviews, choosing a finalist, and closing the deal
- F. Wrap up



A. New Directive From the Provost's Office

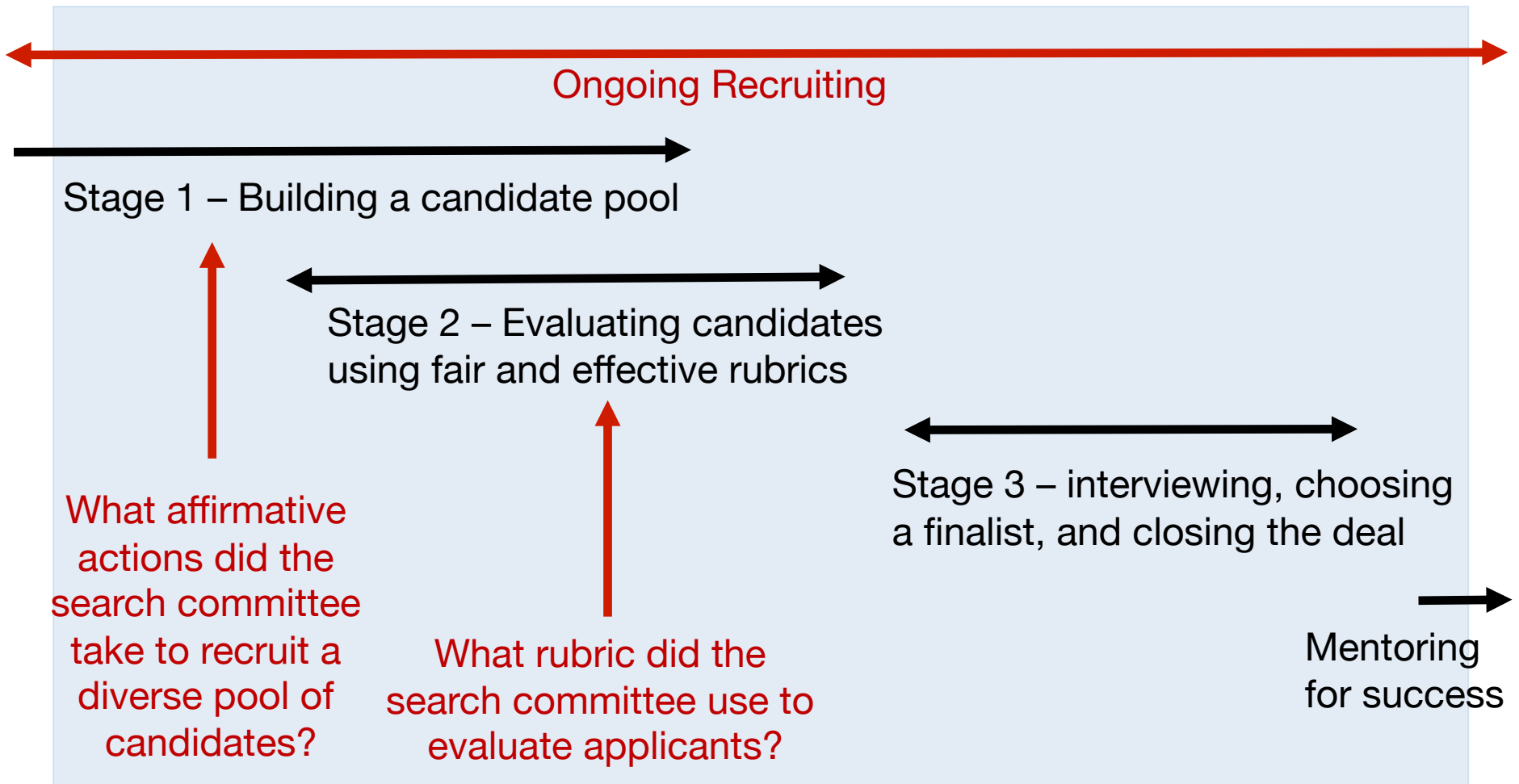
Two questions are being added to the Applicant Pool webform this year:

1. What affirmative actions did the search committee take to recruit a diverse pool of candidates?
2. What rubric did the search committee use to evaluate applicants?



Search Timeline

Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May





B. Relationship between excellence and diversity



We know why excellence is important.
But what about diversity?

Some types of diversity

Social

- **Gender**
- Age
- **Race**
- Religion
- Ethnicity
- Political orientation
- Sexual orientation
- Marital status
- Physical ability

Intellectual

- Expertise
- Disciplines
- School



Why is diversity important?

- The right thing to do (?)
- The smart thing to do
- Increases competitive advantage
- Increases creativity, innovation, new ideas
- Allows us to better serve a diverse student body and better address issues of a diverse society
- Leads to a larger and richer pool of talent to draw from
- Opportunity to distinguish UD



Excellence *is* diversity.

How diverse are we at UD and in the
College of Engineering?

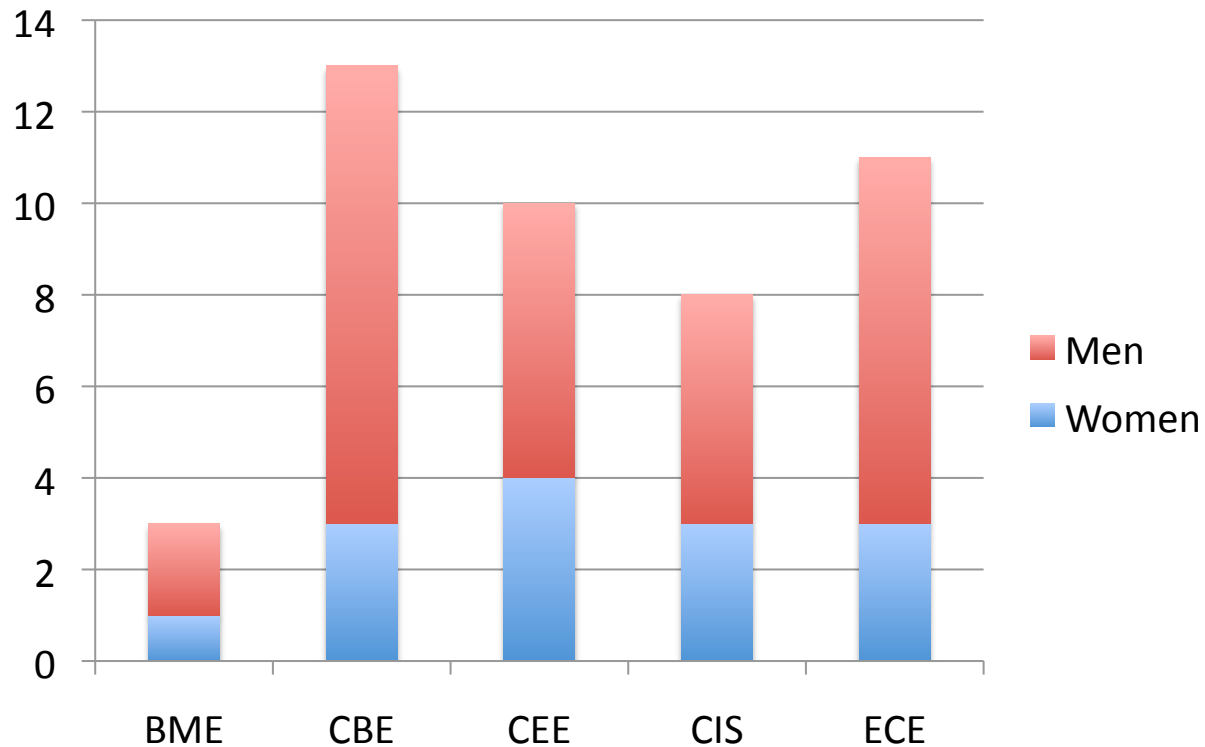


UD Data:

Hiring in your departments, last ten years



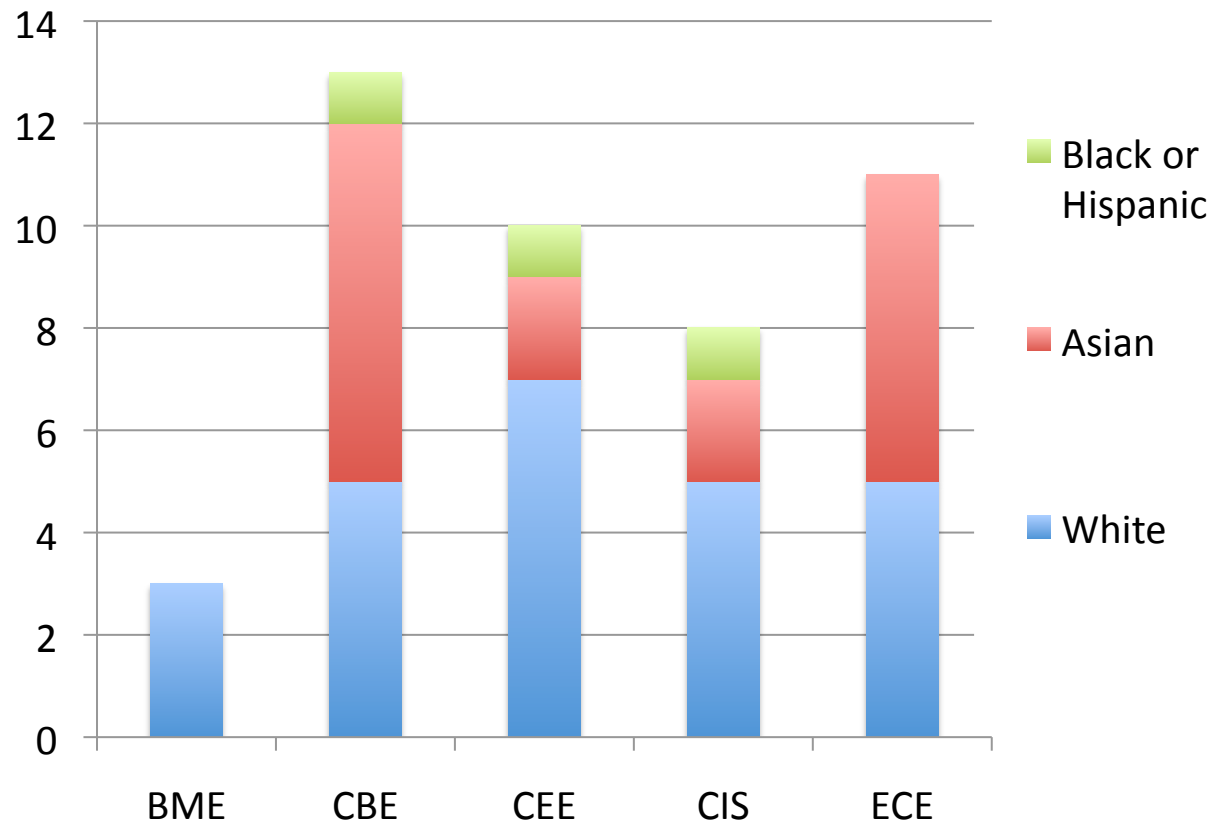
T/TT Hires, 2005-2014 Engineering departments that are hiring Gender



Total: 14 Women, 31 Men



T/TT Hires, 2005-2014 (Engineering depts.) Race/Ethnicity



Total: 25 White, 17 Asian, 3 Black or Hispanic



	FEMALE			MALE					Grand Total	
			Female Total					Male Total		
Departments:	Asian	White		Asian	Black	Hispanic	Multi-Ethnic	White		
Biomedical Eng Program		2	2					5	5	7
Chemical & Biomolecular Engr	2	1	3	5	1		1	12	19	22
Civil & Environmental Engineer		4	4	5	2			10	17	21
Computer & Info Sciences	2	6	8	5		1		9	15	23
Electrical and Computer Engrg	2		2	6		2		10	18	20
Engineering (Deans)				1	1				2	2
Materials Science	1	2	3	1			1	9	11	14
Mechanical Engineering	1	1	2	8				10	18	20
Total, College of Engineering	8	16	24	31	4	3	2	65	105	129
Percentage	6.2%	12.4%	18.6%	24.0%	3.1%	2.3%	1.6%	50.4%	81.4%	100.0%
T/TT Hiring 2006-2015										
Total, College of Engineering	6	10	16	15	2	1	1	24	43	59
Percentage	10.2%	16.9%	27.1%	25.4%	3.4%	1.7%	1.7%	40.7%	72.9%	100.0%
T/TT National Numbers 2015										
Total			4,438	7,230	675	1,049		15,962	23,973	28,411
Percentage			15.6%	25.4%	2.4%	3.7%	0.0%	56.2%	84.4%	100.0%
				* M+F	* M+F	* M+F	* M+F	* M+F		



Excellence *is* diversity.

How can we improve our diversity?

One way is through faculty hiring.



C. Search Process Stage 1: Committee Practices & Building a Candidate Pool





Search Committee General Practices

- Include members of underrepresented groups on search committees.
- Make sure everyone gets a say (could include going around room to give everyone a chance to speak):
 - ✓ Plan meetings when all can attend
 - ✓ Have an agenda for each meeting, keep strict time limits.
 - ✓ Have members report out on action items from past meetings
- Take careful minutes – keep a record of decisions.
- **Start the search process early**



SEARCH COMMITTEE

RECRUITMENT MANUAL

FOR

FACULTY

LIMITED-TERM RESEARCHERS

POSTDOCTORAL FELLOWS AND RESEARCHERS

EXEMPT AND NON-EXEMPT STAFF

Dare to be first.



[www1.udel.edu/udjobs/resources/Search %20Chair's%20Toolkit.pdf](http://www1.udel.edu/udjobs/resources/Search%20Chair's%20Toolkit.pdf)

- Authorization for recruitment given by dean, vice president, or appropriate unit administrator and the executive vice president or provost.
- Request to Recruit Form** completed.

-
- Search committee chair appointed.
 - Search committee identified.
 - Search procedure developed.
 - Affirmative action approval of job description, position announcement, and committee membership completed.
 - Request to Recruit** advertisement and search committee form completed.

Develop criteria

-
- Announcement of position vacancy posted in professional journals, appropriate publications of minority and women's associations, and in vita banks, with NASULGC, colleges, and universities, etc.

Recruit actively

-
- Applicant Information Form** and a letter of acknowledgment is sent to all applicants.

-
- Search committee meets and reviews applications and develops a list of final candidates.
 - List forwarded to dean, vice president, or appropriate unit administrator, and to the human resources recruitment office for approval via the **Request to Recruit Applicant Pool Form**.

-
- Interviews conducted.
 - Finalist recommended, as appropriate, to department chair, dean, unit head, vice president or provost via the **Request to Recruit Offer Status Form**.

-
- Human resources recruitment office informs search chair that approval process has been completed via the **Request to Recruit Offer Status Form**.
 - Search committee chair informs human resources recruitment office and, as appropriate, the department chair, dean, vice president, or unit head of the results of the offer to hire.
 - Request to Recruit Offer Status Form** completed.



Initial Steps

- Committees formed
- Job descriptions written and approved
 - Include inclusive language in ad
 - Distribute widely to reach diverse applicants

Example

The University of Delaware is an Equal Opportunity Employer with diversity as one of its core values and, in that spirit, seeks a broad spectrum of candidates including women, minorities and people with disabilities. The University of Delaware is the recipient of a National Science Foundation ADVANCE Institutional Transformation Grant focused on enhancing the climate of the university for women STEM faculty.



Initial Steps

Develop criteria for evaluating applicants

- Ideally, this happens before you write your job description, but it's not too late if the ad is already out.
- **Before you start reviewing applicants!**
- All members need to agree upon desired characteristics and how to weigh them.
- These criteria will guide you for the rest of the search process.

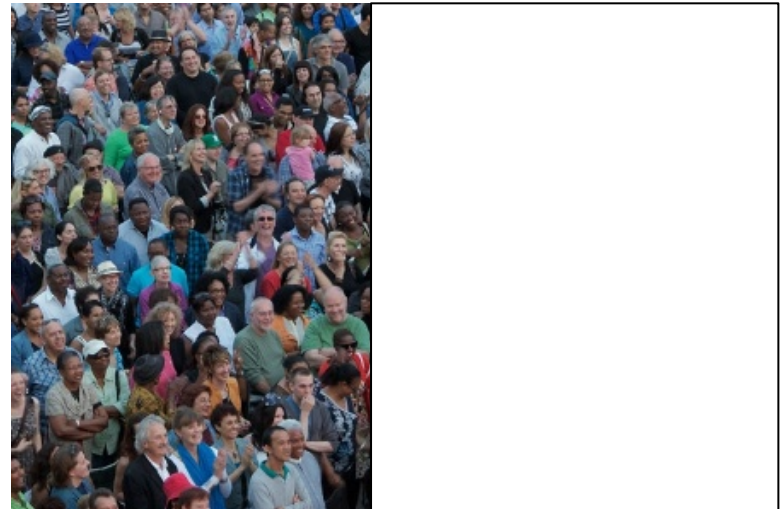


Next Step: Recruit applicants

Initial recruitment is crucial

If you don't have an excellent, diverse group of candidates in the initial pool, you'll be missing a lot of opportunities.

Nothing else you do during the search can make up for that.





How do you recruit applicants?

The search guide: “*Announcement of position vacancy posted in professional journals, appropriate publications of minority and women’s associations, ... etc.*”

It’s a start, but not enough to ensure that the best candidates apply.

Recruitment is a long-term, active process.

Active recruitment should occur continuously, and by all members of the faculty!



Table Exercise

What can you do to ensure diverse pool of candidates?



Methods of Active Recruitment

- **Invite** qualified women and people of color to apply. This means more than forwarding the job announcement to them. Call them. Send them personal emails. Tell them why you think they apply (refer to their research, specific papers they've published, etc.).
- Consider hiring opportunities in areas beyond those defined by the search.



The best candidates may not be looking for jobs yet.



- Contact colleagues at a broad range of institutions to identify potential candidates. Ask specifically about women and people of color. Get to know them – invite them to give a colloquium or seminar.
- Attend conferences with the goal of identifying and meeting potential candidates – follow up by inviting suitable candidates to apply.
- Use seminar visits to other institutions to ask about, and possibly meet, potential candidates, and report back to your department.

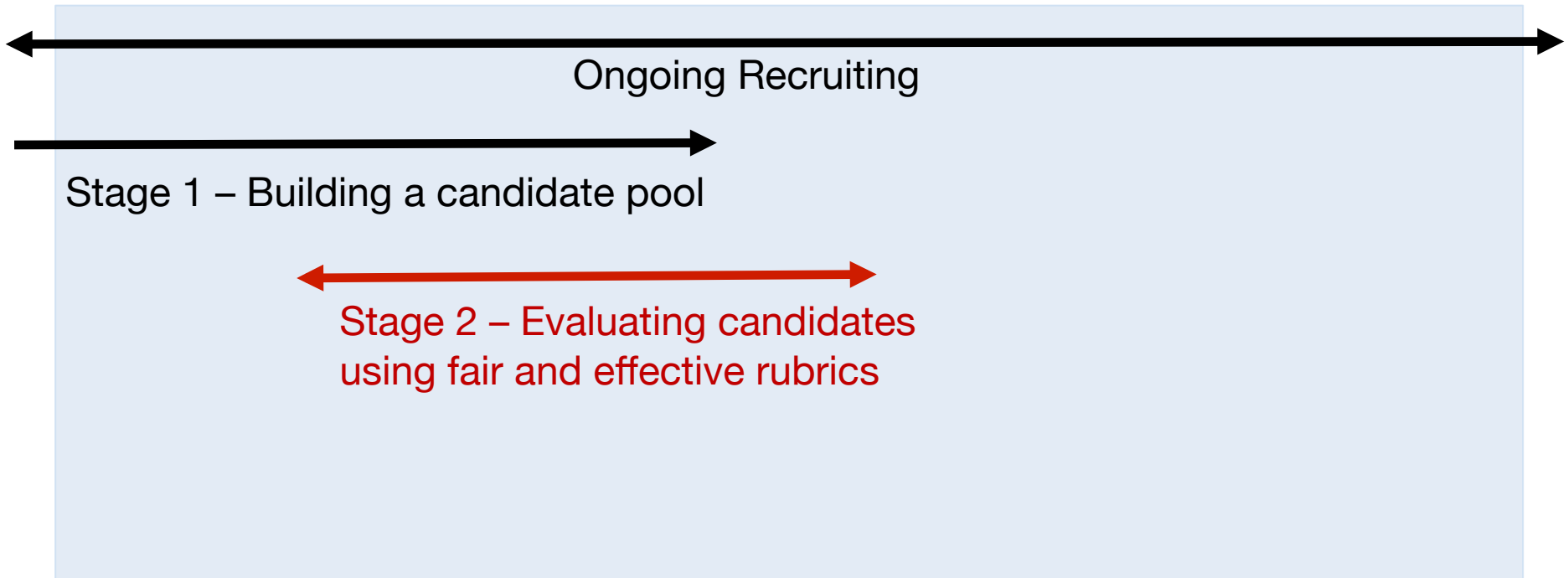


Active recruitment should occur continuously, and by all members of the faculty!



D. Search Process Stage 2: Practices for Fair and Effective Evaluation of Candidates

Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May





The Impact of Cognitive Shortcuts During Evaluation Processes



How Doctors Think by Jerome Groopman, MD

A forest ranger in his 40s arrived at the ER with chest pain. The ER doctor diagnosed a strained muscle and sent the patient home.

Later that night the ranger returned to the ER, this time with a full-blown heart attack.

Why was there a misdiagnosis?

The patient was neither old nor overweight, two risk factors for heart disease.

The doctor based his diagnosis on implicit assumptions – one way to sort among multiple possibilities especially when under TIME pressure, as in and ER.



What are “implicit” assumptions?

- ***Cognitive shortcuts*** that we use to evaluate people and groups
- Stereotypes or expectations that we resort to in unfamiliar situations
- Help us process information quickly and make snap judgments (even if inaccurately)
- They can bypass consciously held or “explicit” attitudes



Cognitive Shortcuts Can Be Helpful

- Facilitate learning new tasks
- Reduce decision-making time
- Enable multi-tasking

But...

Cognitive Shortcuts Can Do Damage

Can lead us astray and can have inconvenient consequences (*especially in our complex, fast-paced modern society*).



Research shows that, regardless of our explicit beliefs, we all apply implicit assumptions

especially when:

- We lack information
- We are under stress
- We experience time pressure
- We are distracted
- We see only one or two individuals from the group we are judging

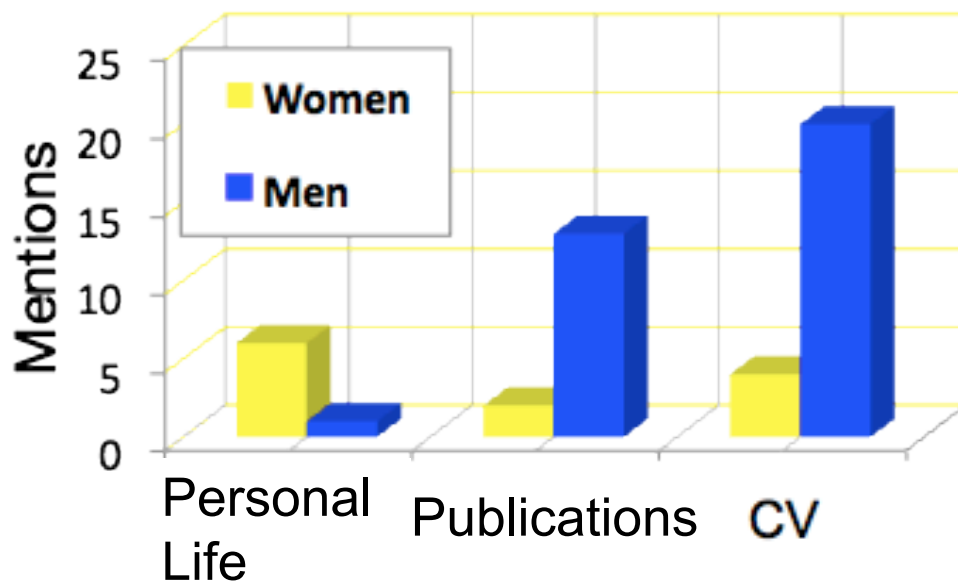


What does this have to
do with faculty recruitment?



Letters of Recommendation

Successful Medical School Faculty Applicants



Letters for women:

- Shorter
- “Mary” instead of “Dr. Smith”
- Greater focus on **teaching, personal life**
- More “doubt raisers,” such as: “It’s amazing how much she’s accomplished” and “It appears her health is stable.”

Letters for men:

- Longer
- “Dr. Smith” instead of “Larry”
- More references to **publications and research**

Trix, F. & Psenka, C. (2003) *Discourse & Society*, 14(2); 191-220.



Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin^{a,b}, John F. Dovidio^b, Victoria L. Brescoll^c, Mark J. Graham^{a,d}, and Jo Handelsman^{a,1}

^aDepartment of Molecular, Cellular and Developmental Biology, ^bDepartment of Psychology, ^cSchool of Management, and ^dDepartment of Psychiatry, Yale University, New Haven, CT 06520

Edited* by Shirley Tilghman, Princeton University, Princeton, NJ, and approved August 21, 2012 (received for review July 2, 2012)

Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has demonstrated gender bias in many demographic groups, but has

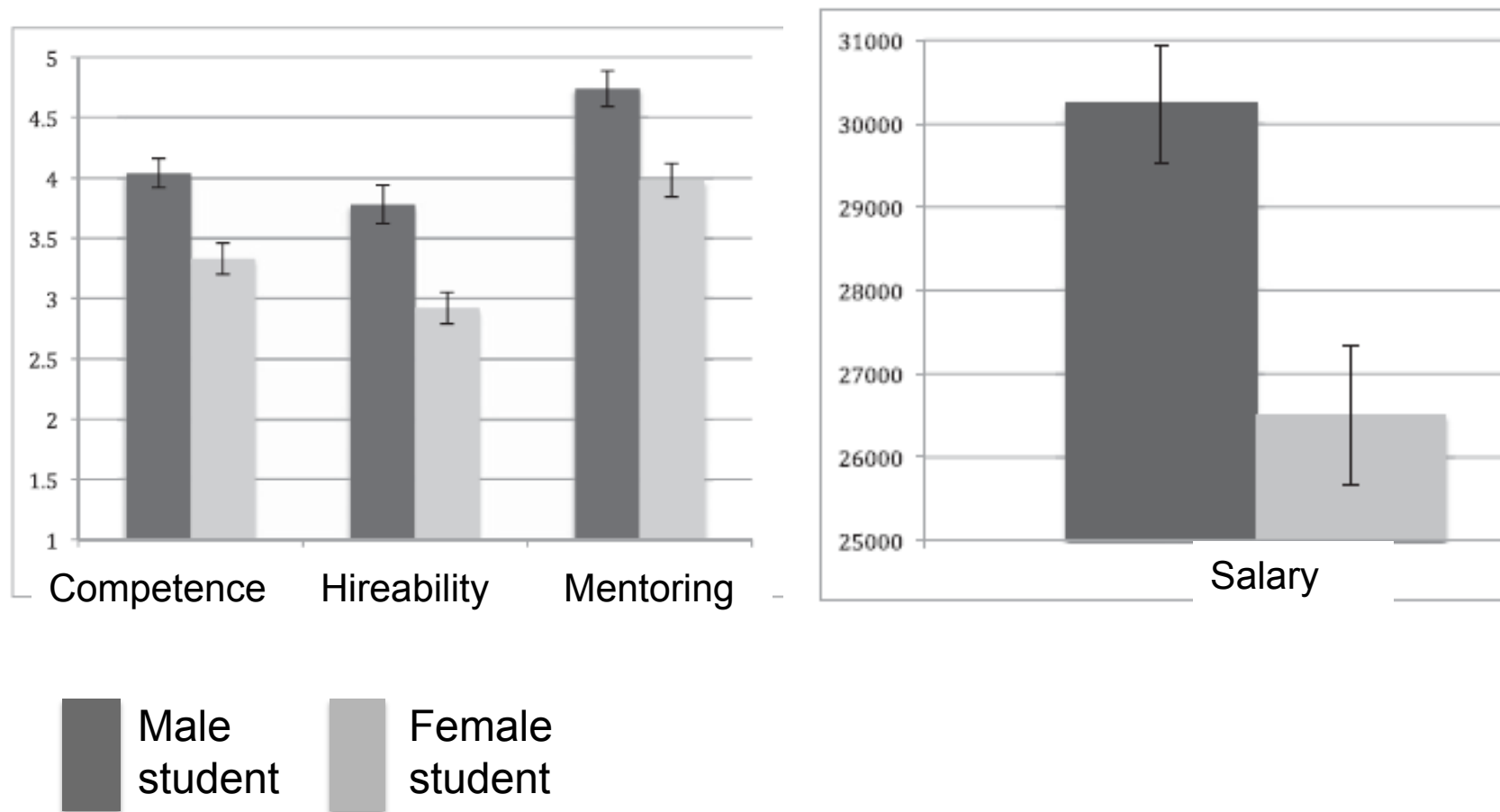
gender disparity in science (9–11), and that it “is not caused by discrimination in these domains” (10). This assertion has received substantial attention and generated significant debate

16474–16479 | PNAS | October 9, 2012 | vol. 109 | no. 41

- Researchers sent out CVs for an undergrad lab manager position to 127 male and female STEM professors
- CVs differed only in the first name: Jennifer vs. John



Results: Bias against the female applicant





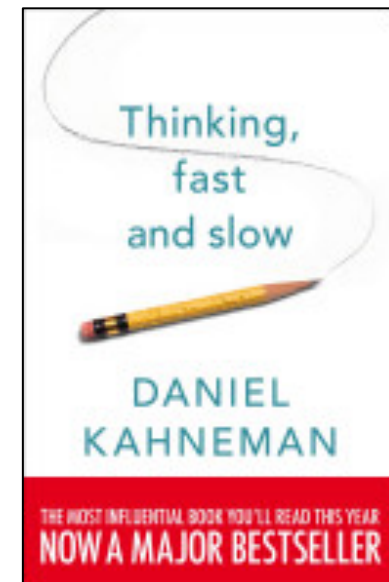
Practices for minimizing the impact of cognitive shortcuts



Kahneman: Thinking, fast and slow

“Fast” thinking is what can lead us to fall back on cognitive shortcuts. This type of thinking is more common when we are in a hurry, distracted, hungry, or tired.

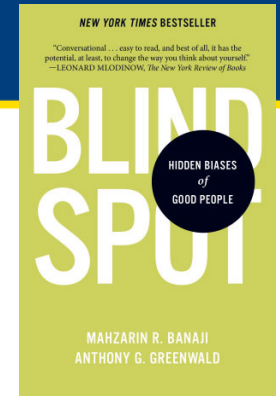
Fair and accurate judgment is more likely to result from slower, more intentional thinking. Research-tested practices help us slow down and think more critically about decisions.

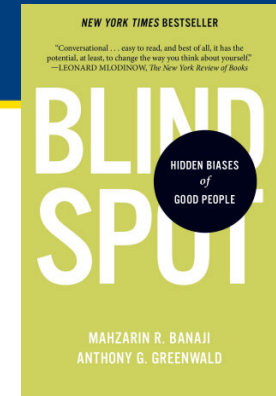




*Blind Spot: Hidden Biases of Good
People* Banaji & Greenwald

Carla Kaplan, Yale Professor AND Talented Quilter





Blind Spot: Hidden Biases of Good People Banaji & Greenwald

Carla Kaplan, Yale Professor AND Talented Quilter

- Only one identity got her access to a renowned specialist for her hand injury
- Physician's blind spot: *favoring* one identity, *privileging* it over another
- Conclusions:
 - *Hidden discrimination*: in-group members receive invisible benefits
 - Out-group members are disadvantaged
 - Good people's unconscious assumptions affect both in-group and out-group



Using numerical scores minimizes the influence of cognitive shortcuts

Your committee has already agreed upon criteria and how they should be weighted.

- Now use these criteria to form a rubric* for evaluating applications
- Committee members use the rubric to score the candidates
- Do not look at others' scores until you have completed your own evaluation
- Bring your completed evaluations to the committee meeting to form the shortlist

*rubric: a guide listing specific criteria for grading or scoring (academic papers, projects, or tests)

Sample evaluation rubric available at www.udel.edu/advance



Table exercise with rubrics



Criteria	Weighting (total points)	<i>Excellent</i> (<i>>90% criterion weight</i>)	<i>Good</i> (<i>80%-90% criterion weight</i>)	<i>Fair</i> (<i>70%-80% criterion weight</i>)
Scholarship	20	Thought leader of international prominence; consequential and impactful researcher within and beyond academy	Researcher of international caliber with measureable impact within academia and some impact beyond academia	Respectable researcher with some impact on field but not a thought leader
Appeal beyond academia	15	Very well established and connected to entities outside of academia; meaningful partnerships beyond universities/colleges	Solid connections to entities out of academia; noteworthy partnerships beyond academia	Some connections beyond academia; some partnerships with non-academic institutions
Interdisciplinarity	10	Completely devoted to interdisciplinary work; highly collaborative	Strong record of interdisciplinary work; solid evidence of collaboration	Some interdisciplinary work; some collaboration
Degree of energy & environment in research profile	20	Strong research profile in energy & environment	Adequate mix of energy & environmental research in research profile	Some energy & environment research
Policy dimension	15	Superb policy dimension evident in research profile	Strong policy dimension evident in research profile	Some policy aspects to research profile
Contribution to important issues/debates	15	Superior contribution to contemporary debates in energy & environment	Strong contribution to contemporary debates in energy & environment	Some contribution to contemporary debates in energy & environment
Diversity	5	Adds to campus diversity	N/A	N/A



	Inadequate Opportunity to Assess	Questionable	Good	Outstanding
		0	1 - 3	4 - 5
Motivation for coming to UD				
Ability to develop an independent and innovative research program				
Ability to strengthen the existing program in the area of XXX				
Ability to collaborative with existing faculty				
Teaching interest aligns with needs, shows interest and has plan to develop and execute new courses, overall teaching potential				
Ability to contribute towards diversity goals				
Ability to communicate effectively				
Overall potential as a future faculty member				



Optimize conditions for evaluation

- **Minimize distractions** (e.g., exhaustion, hunger, time pressure, competing activities). Distractions increase the probability of unconsciously defaulting to intuitive, and often unjustified, conclusions.
- **Randomize** the order of candidate applications for each reviewer (don't read them all A – Z).
- **Include** diverse candidates in the short list. Research shows including two woman in a finalist pool increases the probability that one will be chosen – not just in simple probability (say $2/5$).



Group Decisions During the Search

- Committee meeting to choose a long short list (e.g., for Skype interviews)
- Committee meeting to choose a short list for on-campus interviews
- Faculty meeting where finalist is chosen



Pitfalls of Group Decisions

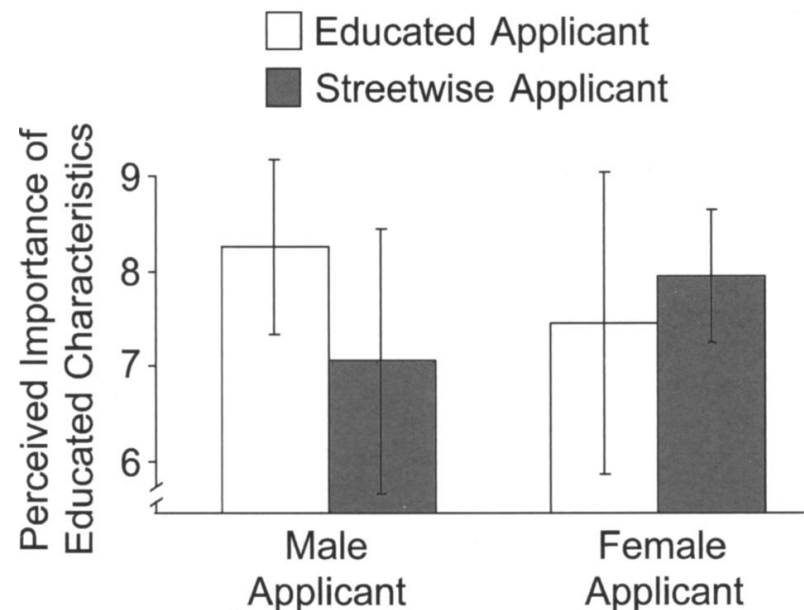
- 1. Confirmation Bias:** “The standard practice of open discussion gives too much weight to the opinions of those who speak early and assertively, causing others to line up behind them.” *Kahneman*
 - Every evaluator should write and submit in advance a brief summary of their position and rationale for prioritizing their top choice



2) Unconscious shifts of evaluation criteria: The Police Chief

- Participants asked to evaluate candidates for police chief
- Male vs. female name
- Educated vs. streetwise

Participants unconsciously shifted their evaluation criteria—favoring education or experience—to justify hiring the male candidate.





How to avoid unconscious shifts

Verify that you are evaluating candidates against the criteria you set in advance.

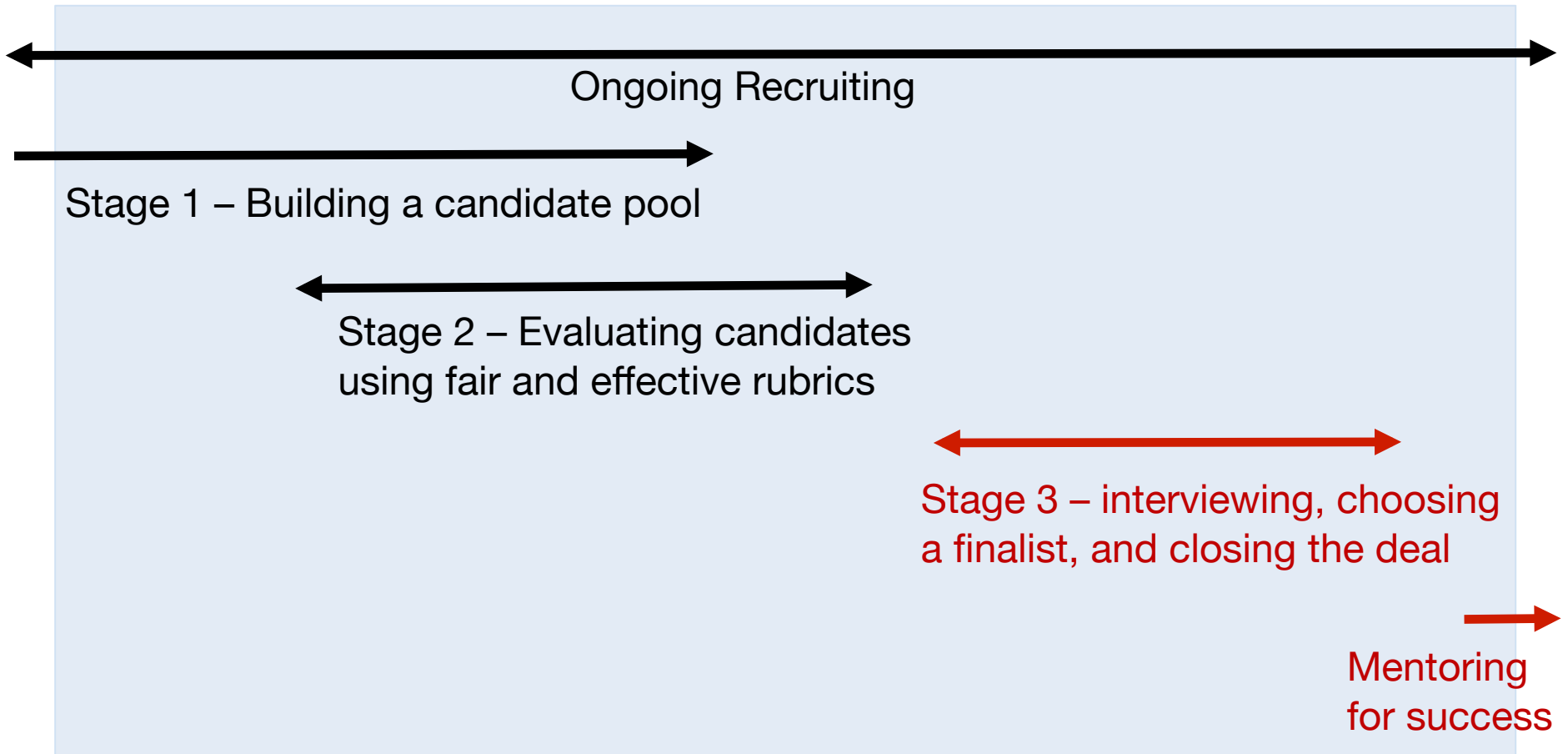


Heather Fong served as San Francisco's chief of police, 2004-2009. (Source: Wikimedia commons)



E. Search Process Stage 3: Interviews, choosing a finalist, closing the deal

Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May





The interview

Interviews are important to long-term recruitment. How you impress candidates influences UD's reputation.

Evidence shows that successful recruiting requires demonstrating a welcoming environment.

- Be a good host. Have a *faculty member* serve as point person during the interview process, including the planning.
- Schedule candidates to meet faculty from other departments who may have related research or resettlement interests.
- Identify key faculty/representatives to meet with candidates to provide information about the university and community, including about local key industries, recreational activities, fine arts, area schools and childcare options.



The Department Meeting

Be prepared – all members of the search committee should be present and well informed. Avoid the pitfalls of group decisions.



“I can’t tell you how many times I have reviewed searches in which the people – predominantly women and minority-group members – were not hired, because they didn’t “fit.”

A. Stacy, Prof. Chemistry, Assoc. Vice Provost for Faculty Equity, UC Berkeley



Closing the Deal

- Don't lose the thread. You are not finished when you turn over the recommendation to the chair or dean. Keep updated on the progress of the offer. Keep in touch with the candidate. ***Follow up.***
- **Support your candidate's negotiating for success!**
- If the search does not result in a hire -- keep records and follow up on interesting candidates. If they were competitive today they may well be interested and competitive tomorrow. Things change.



Concluding Remarks



What challenges do you anticipate in being able to implement these ideas?



Recall

New from the Provost's Office

Two questions are being added to the Applicant Pool webform this year:

1. What affirmative actions did the search committee take to recruit a diverse pool of candidates?
2. What rubric did the search committee use to evaluate applicants?



If the search succeeds, you're still not done!

When completing your short list, think about how the candidate can be **mentored to success**.

Do not make a decision, then drop out and move on to other things.

Choosing your own colleagues -- choosing the faculty to represent your department -- is a major time commitment. It is also a privilege and an important responsibility. Good luck with your searches!

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