



UNIVERSITY *of* DELAWARE



Faculty Recruitment - Best Practices: Searching for Excellence

Today's Presenters:

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www.udel.edu/advance





Search Committees

Arguably the most important task we are assigned!

What is the search committees goal?

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

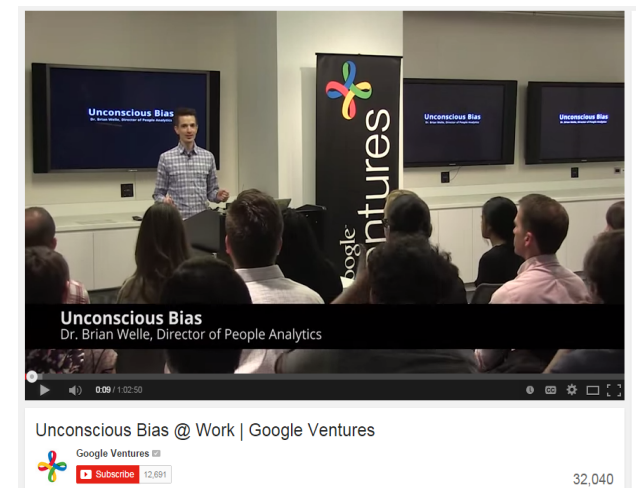
- Hiring is a major investment in time and money
- Loss of faculty disrupts the department and negatively impacts morale



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=nLjFHTgEVU>



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NSF ADVANCE



The screenshot shows the NSF ADVANCE website. At the top left is the NSF logo with the text "National Science Foundation WHERE DISCOVERIES BEGIN". To the right is a search bar and links for "Contact" and "Help". Below this is a navigation bar with links: "HOME", "Research Areas", "Funding", "Awards", "Document Library", "News", and "About NSF". The "Funding" link is highlighted. On the left side of the funding page, there is a sidebar with links: "Funding", "About Funding", "Browse Funding Opportunities A-Z", "Due Dates", "Find Funding", and "Merit Review". The main content area shows the title "ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE)" with a small green icon. Below the title is a link for "ADVANCE Program Information". At the top right of the main content area, there are links for "Email", "Print", and "Share".





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. Faculty recruitment protocol 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. Faculty Recruitment Protocol: Provost's Office

“In order to recruit the most qualified and diverse pool of candidates we are instituting a few changes to the recruitment process”

1. Attend a search committee workshop
2. Each search should begin with a meeting between the dean (or designee) and the search committee
 - a. Review advertisement and steps to recruit a diverse pool
 - b. Utilize IPEDs database
3. Submit **Request to Recruit Web** form
 - a. Explain affirmative steps the search committee intends to take in order to build a diverse and highly qualified candidate pool
 - b. Develop a rating sheet/rubric to evaluate candidates**, with criteria derived from the key elements of the job ad



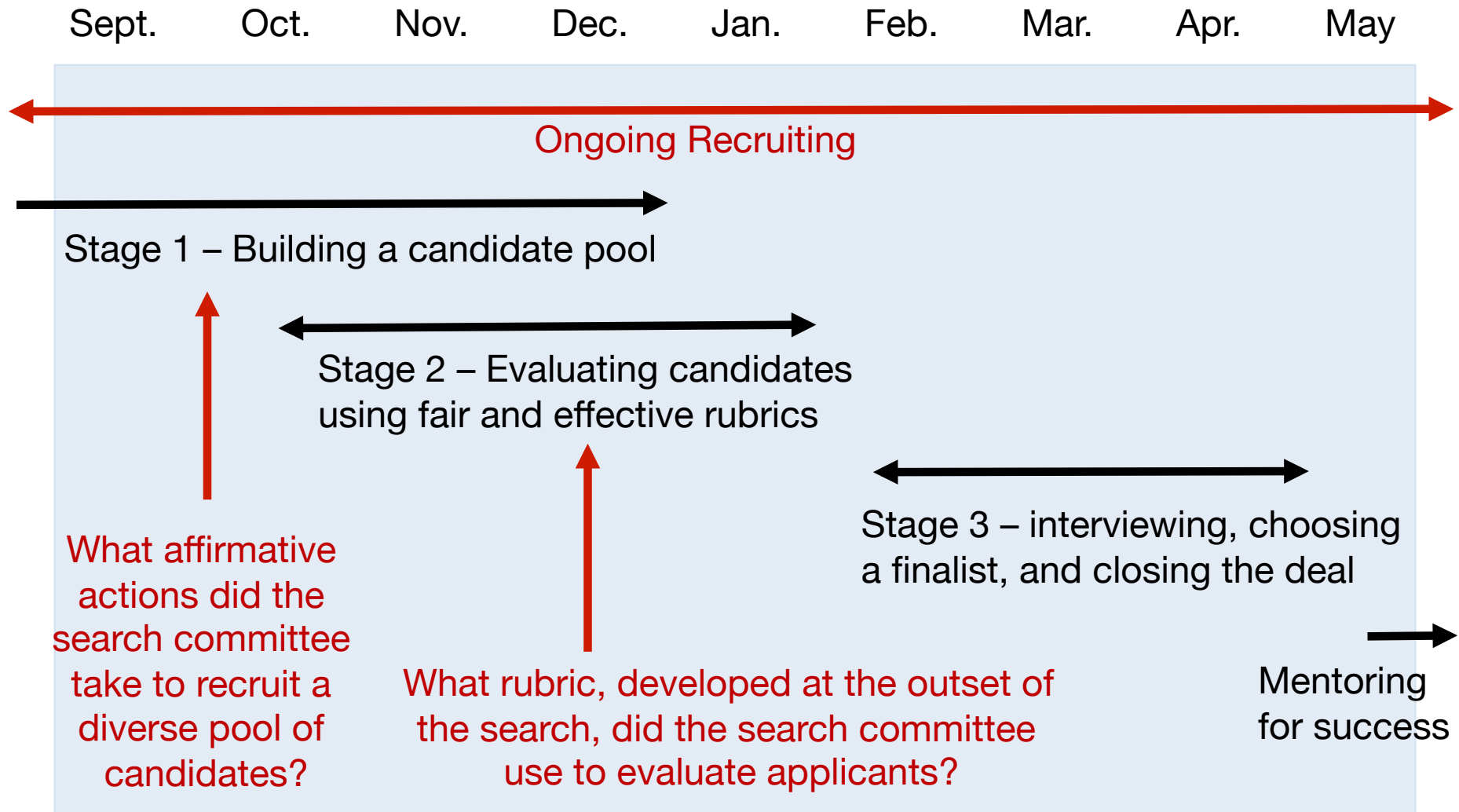
A. Faculty Recruitment Protocol: Provost's Office

... CONTINUED

4. Evaluate applicant pool and conduct interviews
 - a. After selecting the finalist pool, either by interviewing semi-finalists or by the committee's application review process, submit the **Applicant Pool Web form** with the following information:
(1) What instrument/process did the committee use to evaluate applicants? (2) What affirmative steps did the committee take to create a diverse and highly qualified applicant pool? (3) If the committee interviewed semi-finalists, provide the list of names and a brief rationale for the decision
5. Submit **Offer Status Web form**
 - a. Submit draft offer letter and for each candidate interviewed, provide a rationale/justification about whether the person would be suitable for the job



Search Timeline





B. Relationship between excellence and diversity

**True excellence
requires diversity**



Some types of diversity?

Intellectual

- Expertise
- Disciplines
- Schools

Social

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



Why is diversity so 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



How diverse is the College of Engineering?

Hiring in your departments, last ten years



Table 1. % Female for the COE as a whole, for T/TT only, over 10 years (2007-2016)

| | Year | | | | | | | | | |
|--|------------------------------|------|------|------|------|------|------|------|------|------|
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| | Percentage female, all ranks | | | | | | | | | |
| University of Delaware | 14% | 14% | 12% | 15% | 18% | 17% | 16% | 17% | 20% | 18% |
| Average of all schools | 12% | 13% | 13% | 14% | 14% | 14% | 14% | 15% | 15% | 16% |
| Average of comparators | 13% | 13% | 13% | 14% | 14% | 15% | 16% | 15% | 17% | 16% |
| 75th percentile among all schools | 15% | 15% | 16% | 17% | 17% | 17% | 18% | 19% | 19% | 19% |
| 25th percentile among all schools | 9% | 9% | 9% | 9% | 10% | 9% | 10% | 10% | 11% | 12% |
| | | | | | | | | | | |
| UD's percentile among all schools, in terms of %FF | 73th | 65th | 48th | 68th | 76th | 78th | 67th | 67th | 81th | 73th |

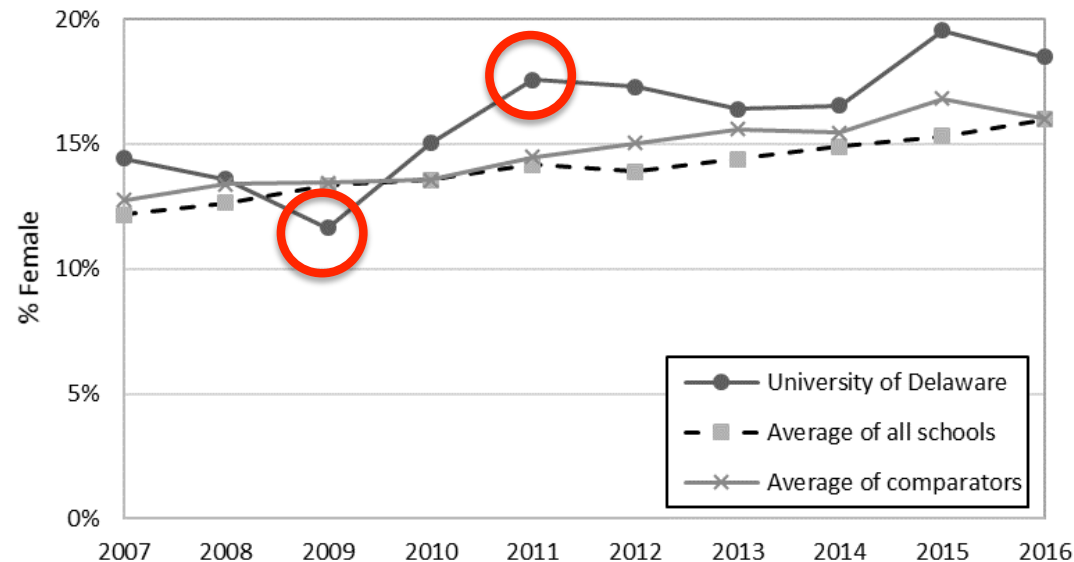


Figure 1. Percentage of female faculty in the College, 2007-2016



Table 2. % Female by department and for COE as a whole, for T/TT only, for 2016

| | Department | | | | | | | |
|--|------------------------------|------|------|------|------|------|------|------|
| | BIOM | CHEG | CIEG | CISC | ELEG | MEEG | MSEG | COE |
| | Percentage female, all ranks | | | | | | | |
| University of Delaware | 43% | 14% | 20% | 26% | 16% | 10% | 15% | 18% |
| Average of all schools | 24% | 19% | 18% | 19% | 13% | 12% | 17% | 16% |
| Average of comparators | 19% | 17% | 21% | 17% | 12% | 14% | 17% | 16% |
| 75th percentile among all schools | 30% | 25% | 25% | 24% | 18% | 17% | 23% | 19% |
| 25th percentile among all schools | 15% | 11% | 13% | 12% | 6% | 5% | 11% | 12% |
| UD's percentile among all schools, in terms of %FF | 91st | 38th | 51th | 81th | 69th | 41th | 49th | 73th |
| Num. comparators | 22 | 20 | 23 | 12 | 24 | 23 | 19 | 25 |
| Total num. T/TT faculty at UD | 7 | 21 | 20 | 19 | 19 | 20 | 13 | 119 |
| Num. needed to get UD to 75th percentile | --- | 2.3 | 1.0 | --- | 0.4 | 1.4 | 1.0 | 0.6 |

* BIOM=Biomedical; CHEG=Chemical & Biomolecular; CIEG=Civil & Environmental; CISC=Computer & Information Sciences; ELEG=Electrical & Computer; MEEG=Mechanical; MSEG=Materials Science

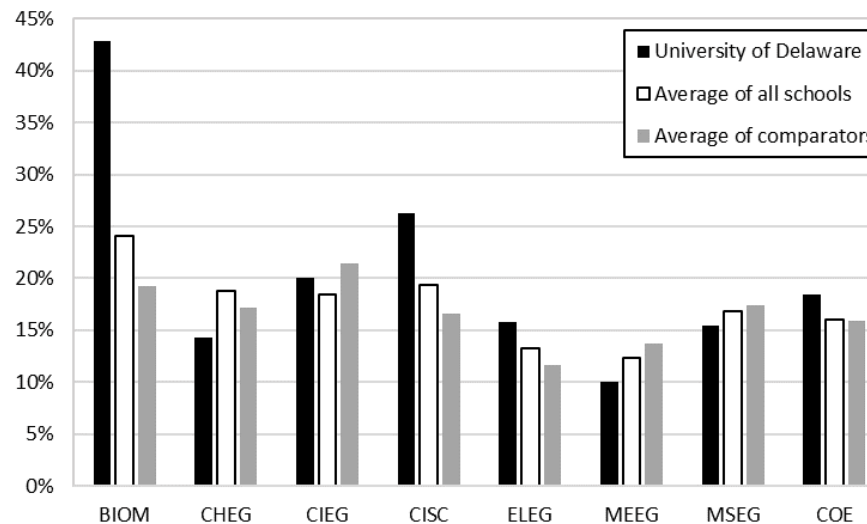


Figure 2. Percentage of female faculty by department and for the College as a whole (2016)



Table 3. % URG for the COE as a whole, for T/TT only, over 10 years (2007-2016)

| | Year | | | | | | | | | |
|---|---------------------------|------|------|------|------|------|------|------|------|------|
| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| | Percentage URG, all ranks | | | | | | | | | |
| University of Delaware | 7% | 7% | 8% | 6% | 5% | 5% | 6% | 6% | 9% | 7% |
| Average of all schools | 12% | 13% | 14% | 7% | 8% | 8% | 8% | 7% | 8% | 7% |
| Average of comparators | 7% | 7% | 7% | 5% | 6% | 5% | 5% | 5% | 5% | 5% |
| 75th percentile among all schools | 12% | 13% | 13% | 8% | 8% | 8% | 8% | 8% | 8% | 8% |
| 25th percentile among all schools | 3% | 3% | 3% | 2% | 2% | 2% | 2% | 2% | 2% | 3% |
| UD's percentile among all schools, in terms of %URG | 56th | 55th | 57th | 64th | 56th | 56th | 63th | 57th | 78th | 66th |

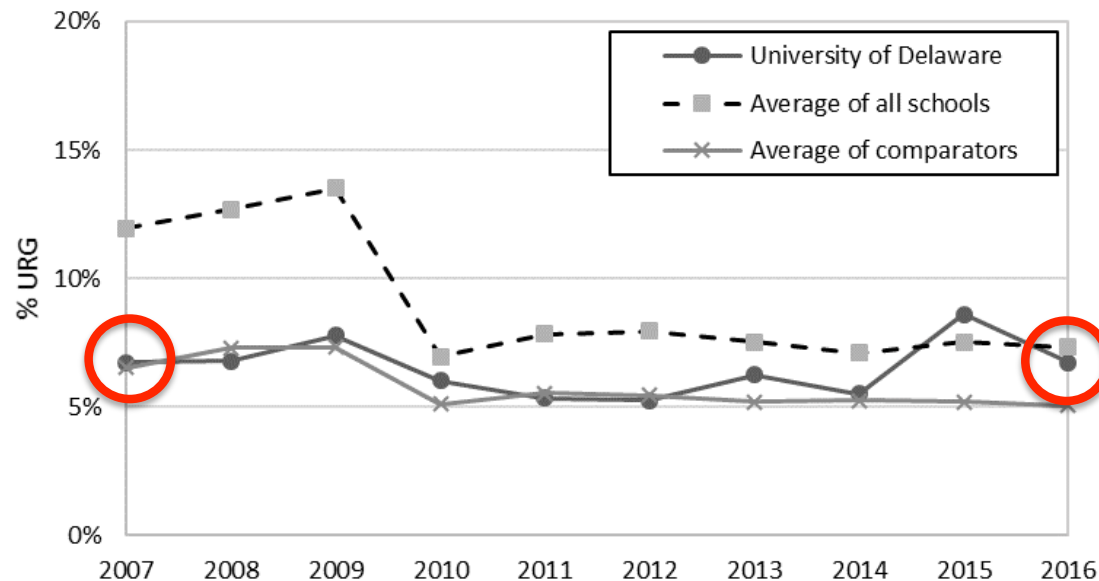


Figure 3. Percentage of URG faculty in the College, 2007-2016



Table 4. % URG by department and for COE as a whole, for T/TT only, for 2016

| | Department | | | | | | | |
|---|---------------------------|------|------|------|------|------|------|------|
| | BIOM | CHEG | CIEG | CISC | ELEG | MEEG | MSEG | COE |
| | Percentage URG, all ranks | | | | | | | |
| University of Delaware | 0% | 10% | 10% | 5% | 11% | 0% | 8% | 7% |
| Average of all schools | 6% | 10% | 8% | 6% | 6% | 7% | 7% | 7% |
| Average of comparators | 6% | 6% | 5% | 3% | 5% | 5% | 5% | 5% |
| 75th percentile among all schools | 9% | 14% | 12% | 7% | 7% | 9% | 9% | 8% |
| 25th percentile among all schools | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 3% |
| UD's percentile among all schools, in terms of %URG | 0th | 64th | 65th | 66th | 84th | 0th | 68th | 66th |
| Num. comparators | 22 | 20 | 23 | 12 | 24 | 23 | 19 | 25 |
| Total num. T/TT faculty at UD | 7 | 21 | 20 | 19 | 19 | 20 | 13 | 119 |
| Num. needed to get UD to 75th percentile | 0.6 | 1.0 | 0.5 | 0.3 | --- | 1.8 | 0.2 | 1.4 |

* BIOM=Biomedical; CHEG=Chemical & Biomolecular; CIEG=Civil & Environmental; CISC=Computer & Information Sciences; ELEG=Electrical & Computer; MEEG=Mechanical; MSEG=Materials Science

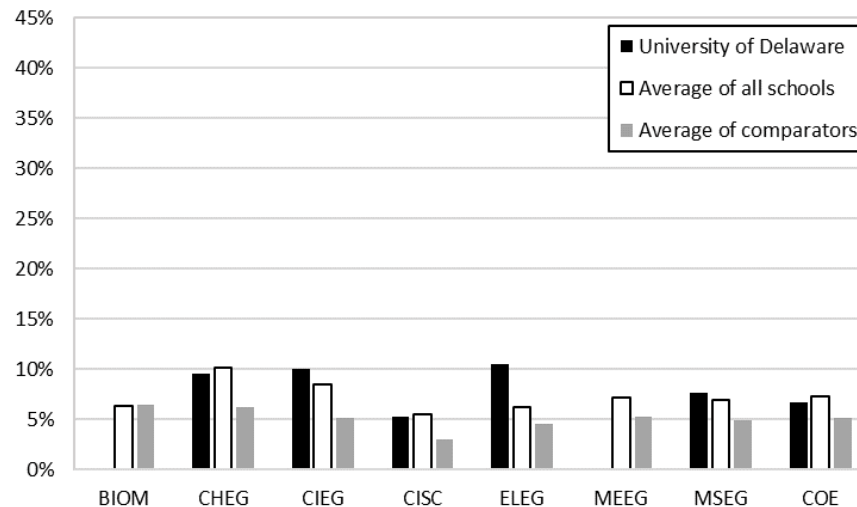


Figure 4. Percentage of URG faculty by department and for the College as a whole (2016)

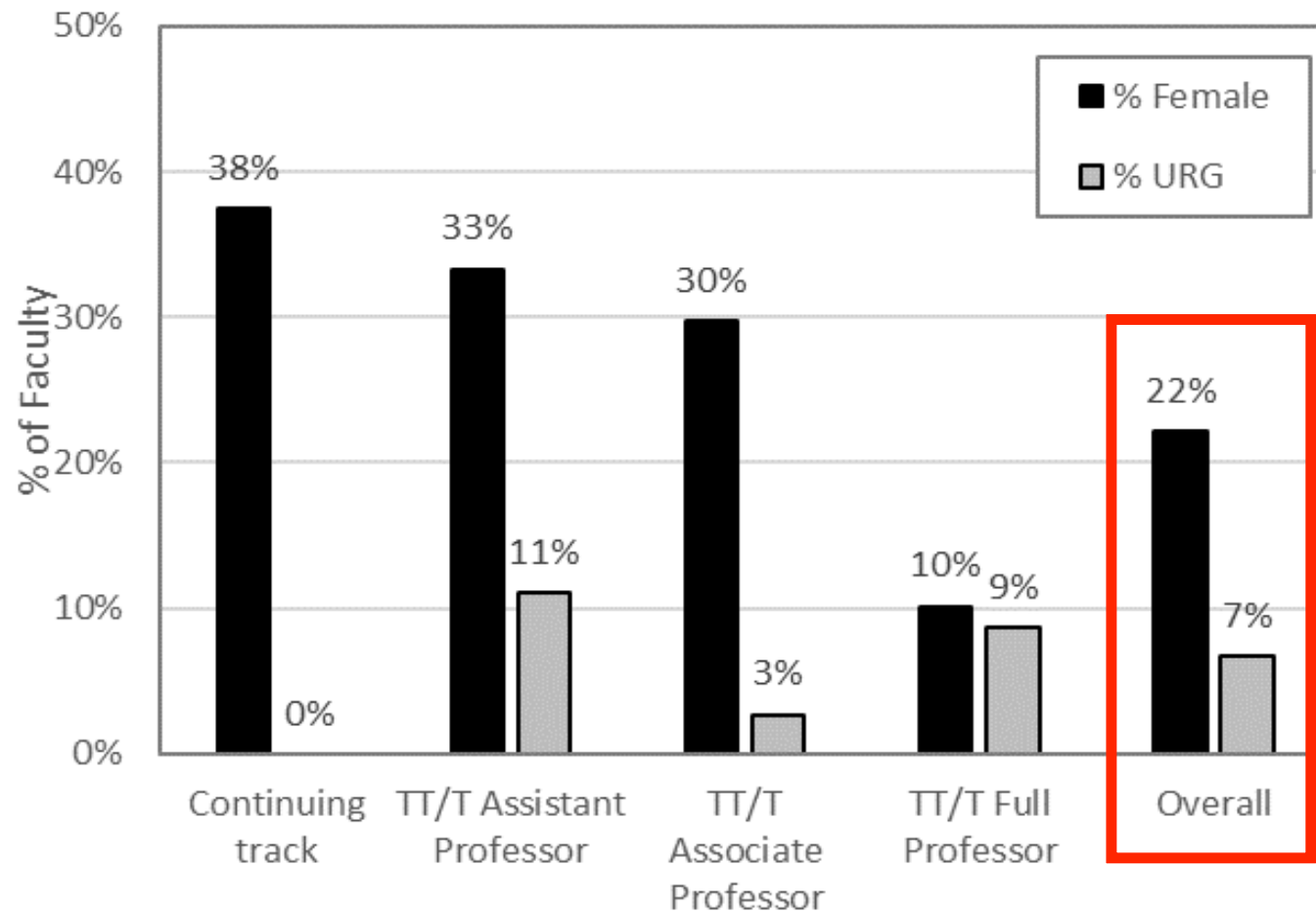


Figure 5. Percentage of faculty in COE who are female and percentage of faculty who are URG by type (CT vs. T/TT) and rank, as of June 2017



Table 5. Percentage of faculty who are female/URG among all faculty, tenured only, and full professors only, by department, as of June 2017

| Department | BIOM | CHEG | CIEG | CISC | ELEG | MEEG | MSEG | COE |
|---------------------------------|------|------|------|------|------|------|------|------|
| All faculty | | | | | | | | |
| Total num. | 11 | 26 | 26 | 24 | 22 | 24 | 16 | 149 |
| % Female | 45% | 15% | 19% | 29% | 18% | 21% | 19% | 22% |
| % URG | 9% | 12% | 8% | 4% | 9% | 0% | 6% | 7% |
| Num. FF needed to get UD to 30% | --- | 3.8 | 2.8 | 0.2 | 2.6 | 2.2 | 1.8 | 11.7 |
| Num. URGs needed to UD to 15% | 0.7 | 0.9 | 1.9 | 2.6 | 1.3 | 3.6 | 1.4 | 12.4 |
| Tenured faculty only | | | | | | | | |
| Total num. | 2 | 20 | 19 | 18 | 17 | 18 | 12 | 106 |
| % Female | 50% | 10% | 21% | 28% | 12% | 11% | 17% | 17% |
| % URG | 0% | 15% | 5% | 6% | 12% | 0% | 0% | 7% |
| Full professors only | | | | | | | | |
| Total num. | 1 | 17 | 14 | 9 | 11 | 8 | 9 | 69 |
| % Female | 100% | 0% | 14% | 33% | 0% | 0% | 11% | 10% |
| % URG | 0% | 18% | 7% | 0% | 18% | 0% | 0% | 9% |

* BIOM=Biomedical; CHEG=Chemical & Biomolecular; CIEG=Civil & Environmental; CISC=Computer & Information Sciences; ELEG=Electrical & Computer; MEEG=Mechanical; MSEG=Materials Science



2007-2016 (64 Hires, 52 T/TT, 12 CT)

| #, (%) Female Total | #, (%) Female T/TT | #, (%) Female CT |
|------------------------|-----------------------|---------------------|
| 23 (36%) | 17 (33%) | 6 (50%) |

| #, (%) URG Total | #, (%) URG T/TT | #, (%) URG CT |
|---------------------|--------------------|------------------|
| 3 (5%) | 3 (6%) | 0 (0%) |

2016/17 (11 Hires, 8 T/TT, 3 CT)

| #, (%) Female Total | #, (%) Female T/TT | #, (%) Female CT |
|------------------------|-----------------------|---------------------|
| 5 (45%) | 2 (25%) | 3 (100%) |

| #, (%) URG Total | #, (%) URG T/TT | #, (%) URG CT |
|---------------------|--------------------|------------------|
| 2 (18%) | 2 (25%) | 0 (0%) |



College of Engineering: Faculty Diversity Strategic Plan – Goals

DRAFT

| Area | Timeline | Measure |
|------------------------------|----------|---|
| Numbers, relative to others | Ultimate | Top quartile %F, %URG (COE and Depts) |
| | 5-year | Top quartile %F, %URG (COE and Depts) |
| Numbers, absolute * | Ultimate | 30% F, 15% URG |
| | 5-year | 25% F, 10% URG |
| Disparities (racial, gender) | Ultimate | None in TT/CT, distribution across ranks, retention rates |
| | 5-year | None in retention rates. Continuous improvement towards none in TT/CT, distribution across ranks. |
| Climate | Ultimate | Inclusive, supportive |

* Will reach goals if we hire F faculty at a rate of 1 in 3 and URG faculty at a rate of 1 in 6



How can we improve our diversity?

One way is through faculty hiring!

2016/17 (11 Hires)

2017/18 (18 Searches)

approximately 20% of the college will be new



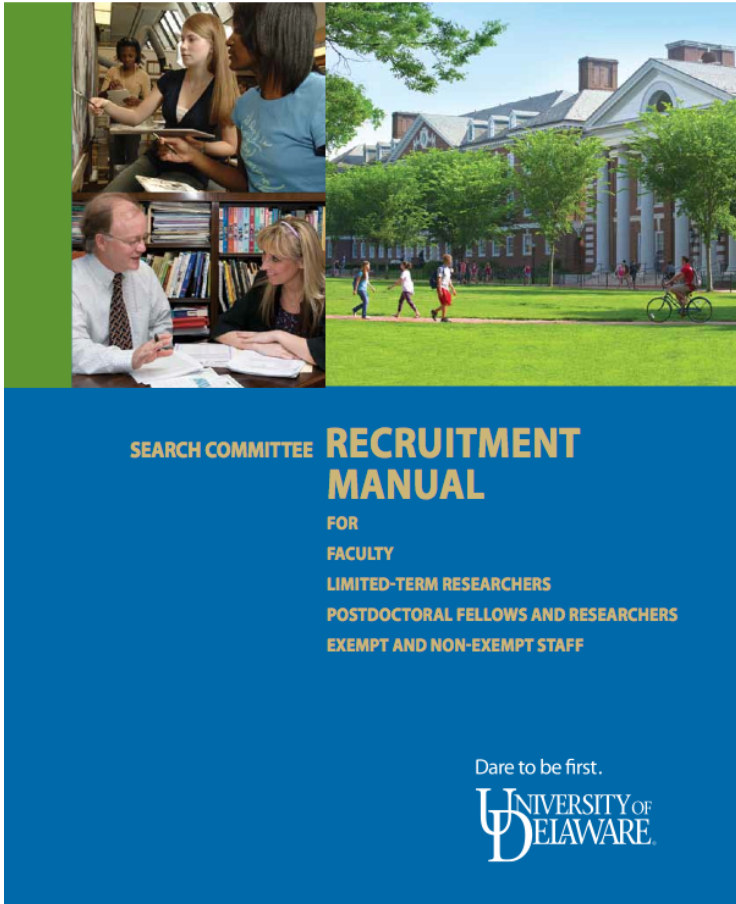
C. Search Process Stage 1: Committee Practices & Building a Candidate Pool





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



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.

Develop criteria

- 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.

Recruit actively

- 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.
- **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, people with disabilities, and members of historically underrepresented groups. The University of Delaware is the recipient of a National Science Foundation ADVANCE Institutional Transformation Grant focused on enhancing the climate for faculty.



Initial Steps

Develop criteria for evaluating applicants

- Based on the Provost's new protocol, **development of rubrics will occur before you turn in the request to recruit form** and should be linked to the job description (**i.e. the ad and the criteria being evaluated need to be compatible**).
- All members need to agree upon desired characteristics and how to weigh them.
- If the candidates potential to improve diversity and inclusion is a criterion, for example, there should be a plan to collect information from every candidate in a systematic way to evaluate that. This could involve asking each candidate the same question during skype interviews or asking for a statement as part of the application.
- 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.



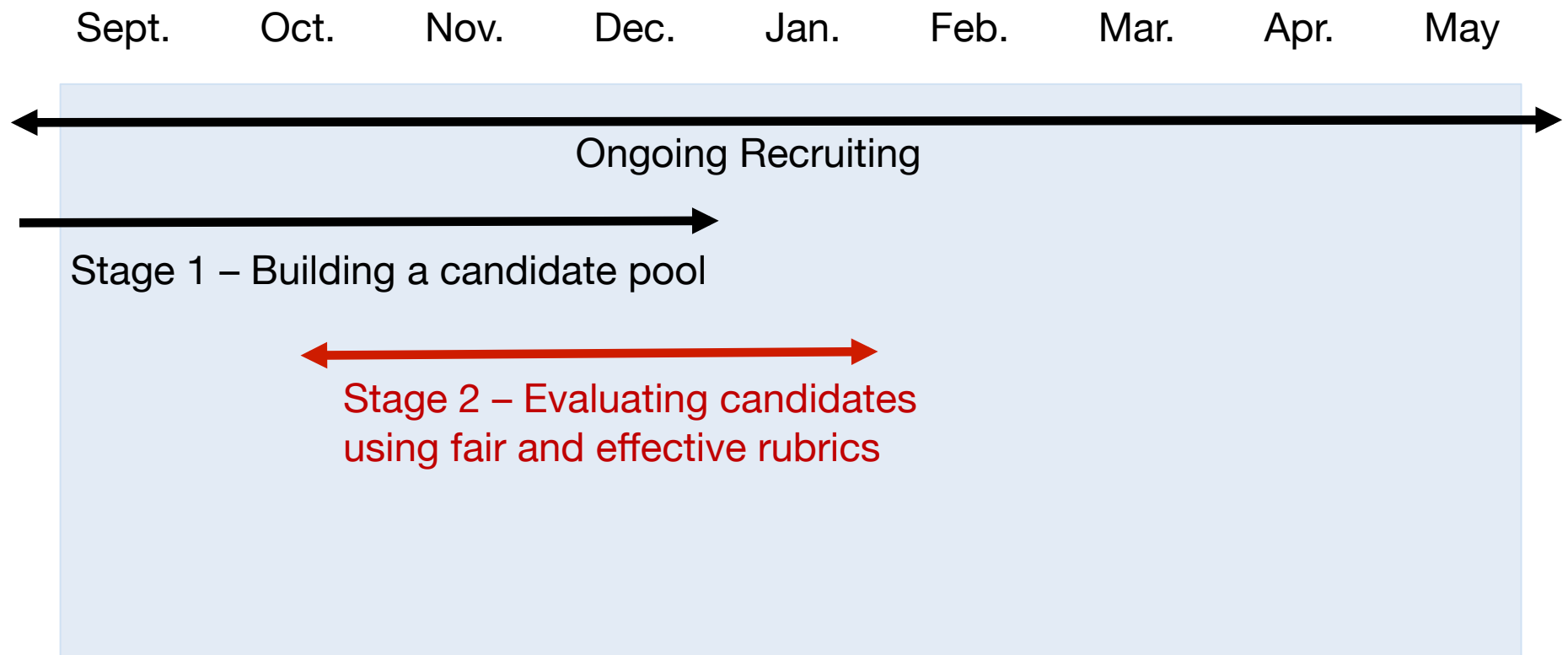
- Contact colleagues at a broad range of institutions to identify potential candidates. Ask specifically about women and people of color. Get to know them – invite them to give a colloquium or seminar.
- Attend conferences with the goal of identifying and meeting potential candidates – follow up by inviting 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





The Impact of Cognitive Shortcuts During Evaluation Processes



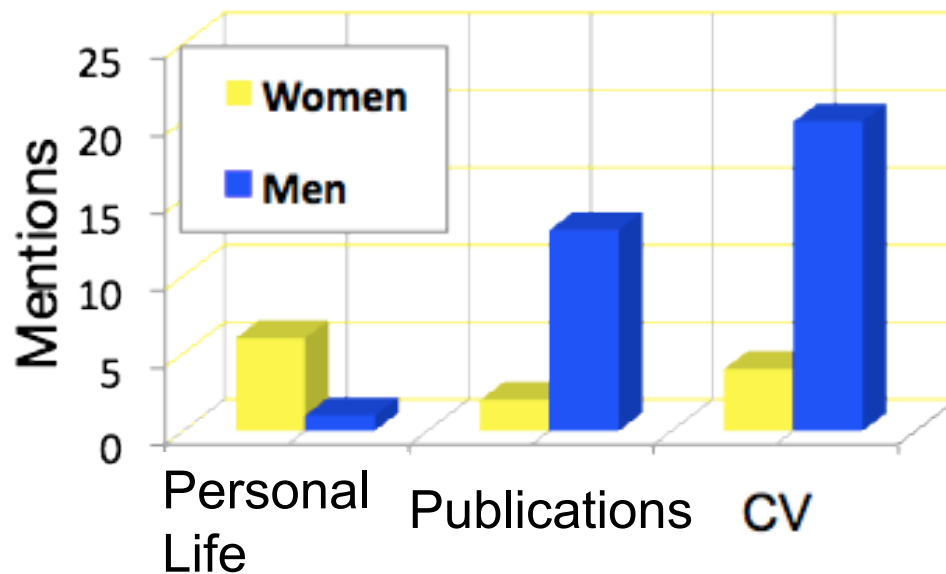
What are cognitive shortcuts?

- Shortcuts, heuristics, “rules of thumb” that we use to evaluate people and groups or make decisions
- 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
- Can cause us to make mistakes
- Here are some examples:



Letters of Recommendation

Successful Medical School Faculty Applicants



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

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**



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

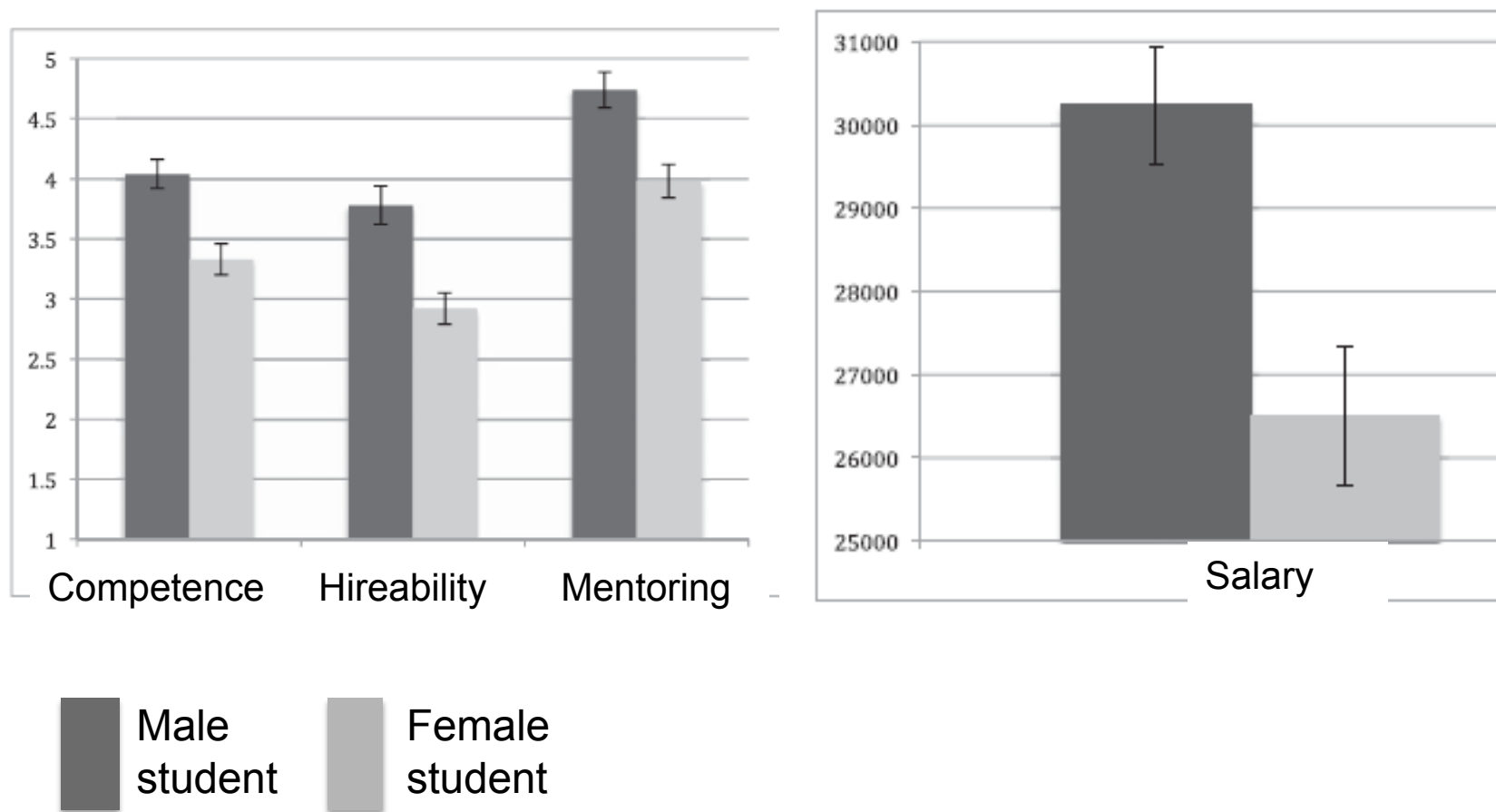
gender disparity in science (9–11), and that it “is not caused by discrimination in these domains” (10). This assertion has received substantial attention and generated significant debate

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



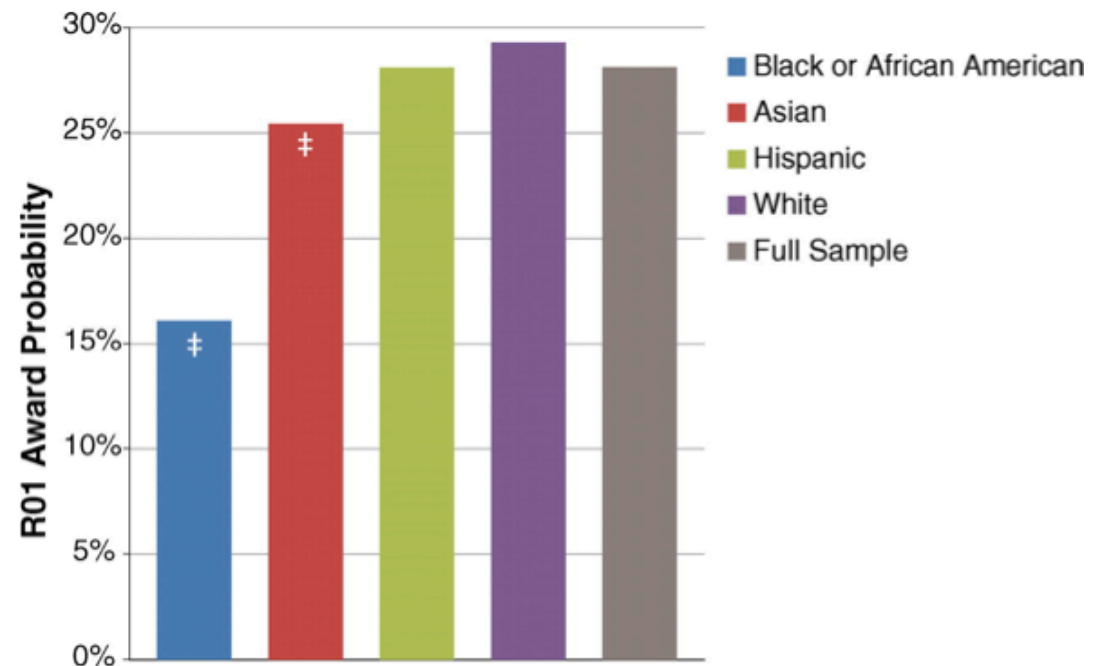


NIH Awards: Race and Ethnicity

~83,000 proposals ('00-'06)

Study controlled for:

- demographics
- education and training
- employer characteristics
- NIH experience
- research productivity



Black or African American faculty had ~ half the success rate of White faculty.



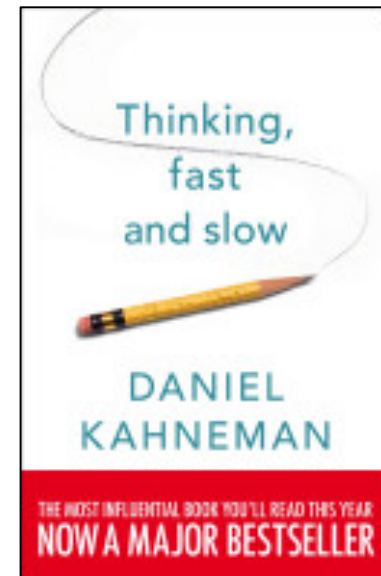
Practices for minimizing the impact of cognitive shortcuts



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.





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)
 - Comments on using Skype interviews to get to short lists
- Committee meeting to choose a short list for on-campus interviews
- Faculty meeting where finalist is chosen



Pitfalls of Group Decisions

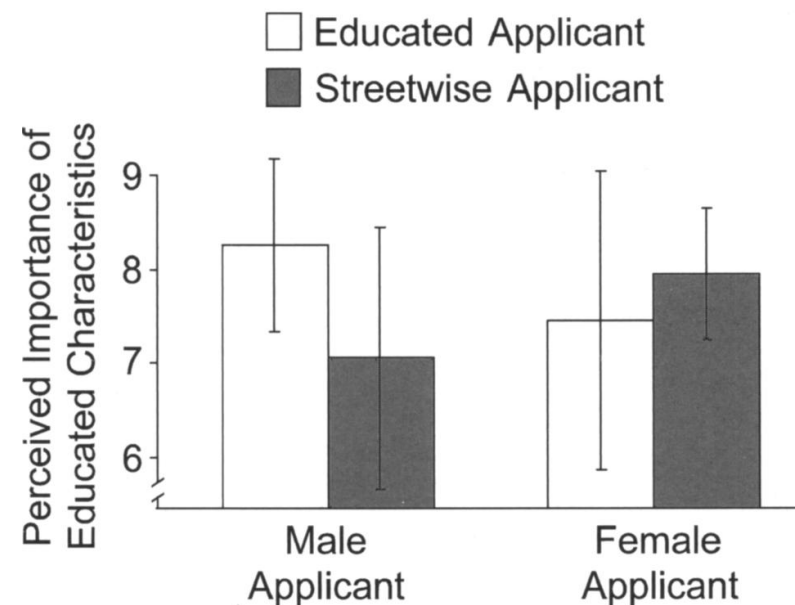
- 1. Confirmation Bias:** “The standard practice of open discussion gives too much weight to the opinions of those who speak early and assertively, causing others to line up behind them.” *Kahneman*
 - Every evaluator should write and submit in advance a brief summary of their position and rationale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

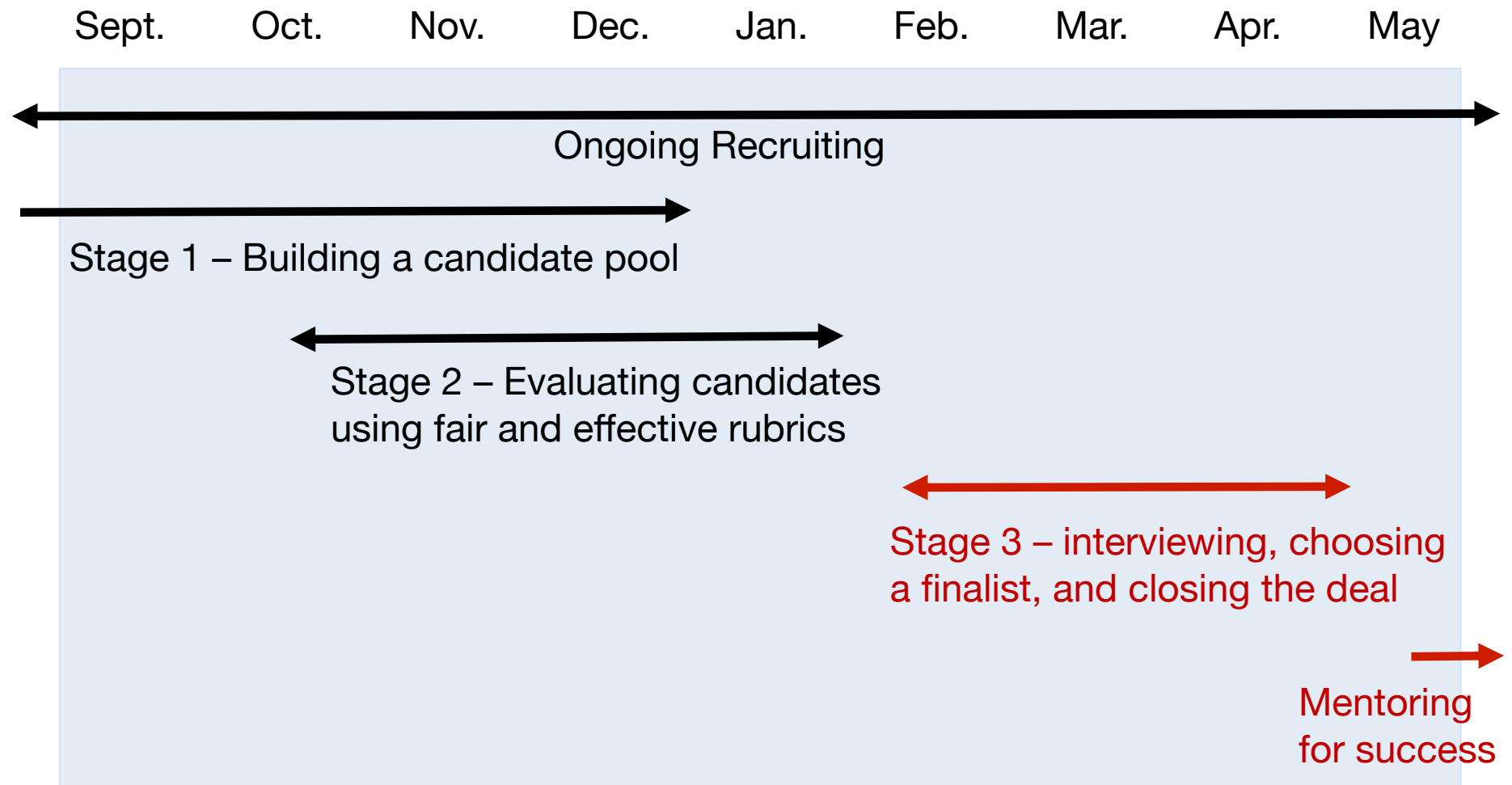
Verify that you are evaluating candidates against the criteria you set in advance.



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





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.



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



Reminder

New from the Provost's Office

Two questions are being added to the **Request to Recruit** form this year (completed at the outset of the search):

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.

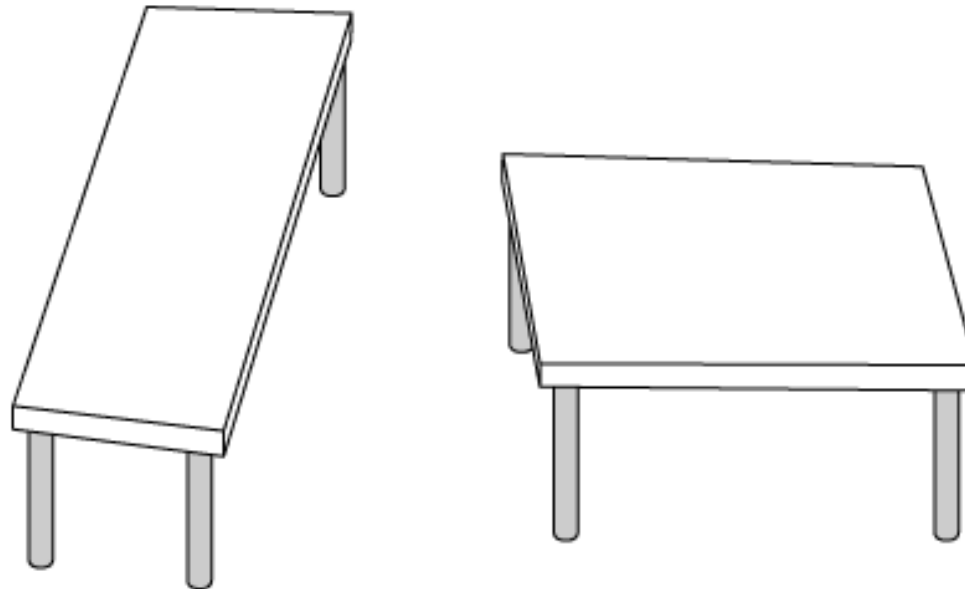
Choosing your own colleagues -- choosing the faculty to represent your department -- is a major time commitment. It is also a privilege and an important responsibility. Good luck with your searches!

www.udel.edu/advance



Concluding Remarks

- Thank you for attending
- Good luck on your searches this year
- Please fill out and return your workshop evaluation form



Which table is longer?



Available Resources

- Recruitment manual
 - www1.udel.edu/udjobs/resources/Search%20Chair's%20Toolkit.pdf
- Steps for recruiting a diverse candidate pool
 - <https://sites.udel.edu/advance/files/2017/03/Active-Recruitment-19ar3dy.pdf>
- Sample rating sheets
 - https://sites.udel.edu/advance/files/2017/03/Rubric_Research-279ehx3.pdf