To be an effective/efficient search committee member:

- Be aware of the institutional context.

- Understand unconscious bias.
- Use effective AND efficient search practices.

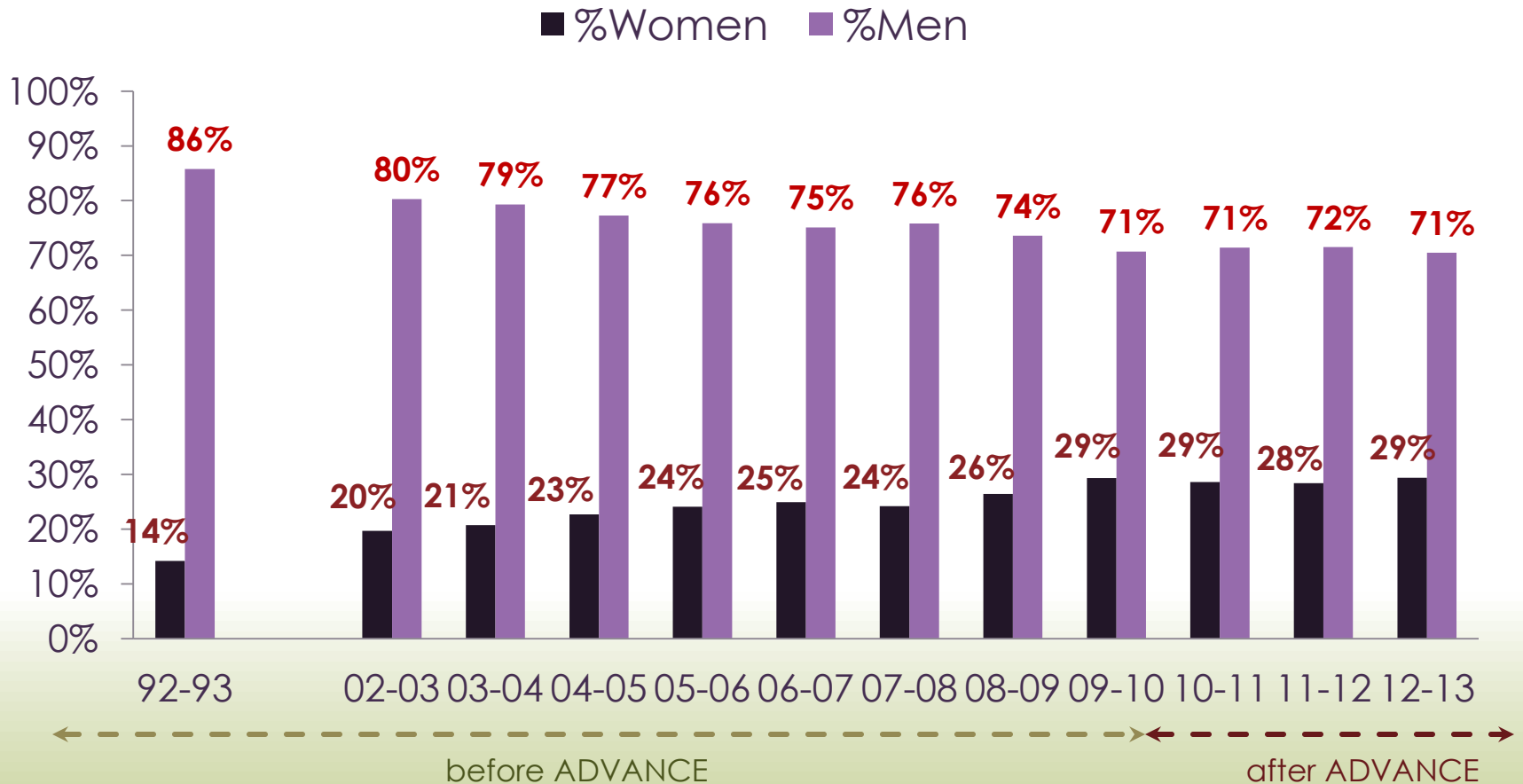# The institutional context

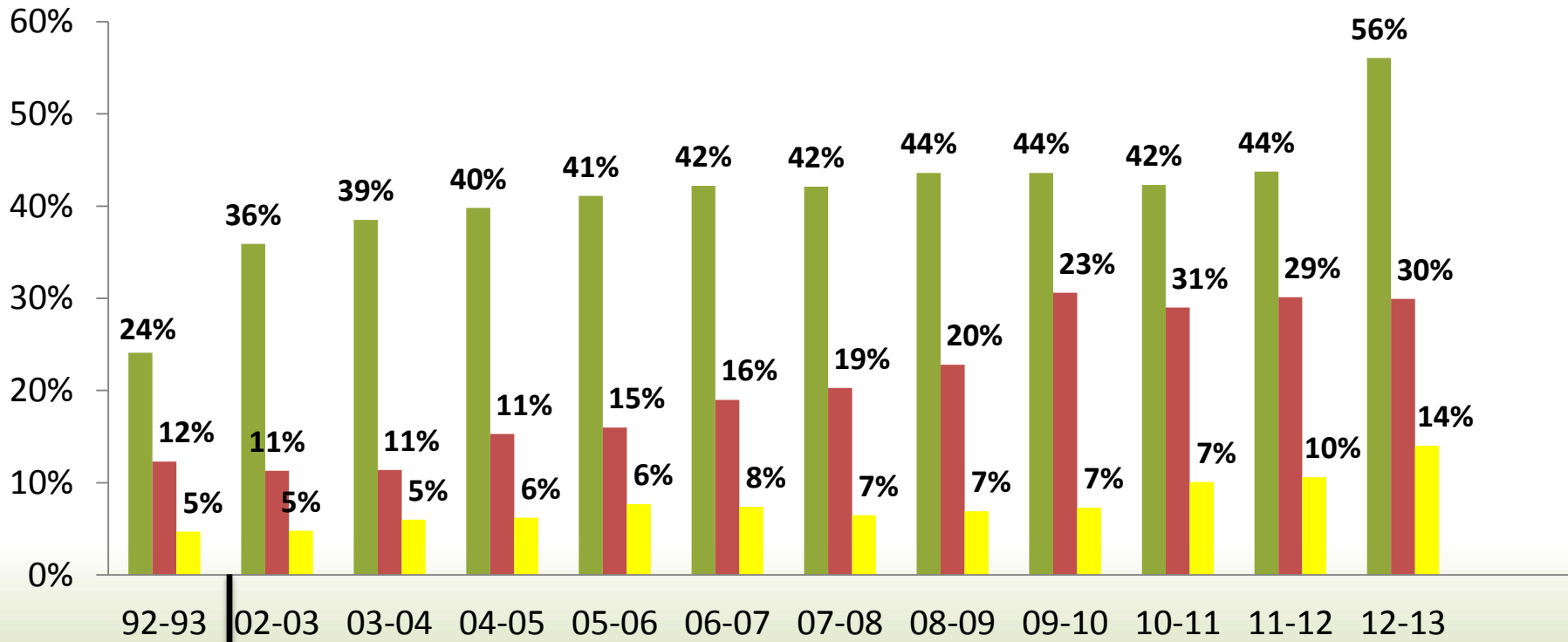# Doctoral recipients by gender - 2011

http://www.nsf.gov/statistics/sed/2011/

NDSU |FORWARD⟩ Focus on Resources for Women's Advancement, Recruitment/Retention and Development
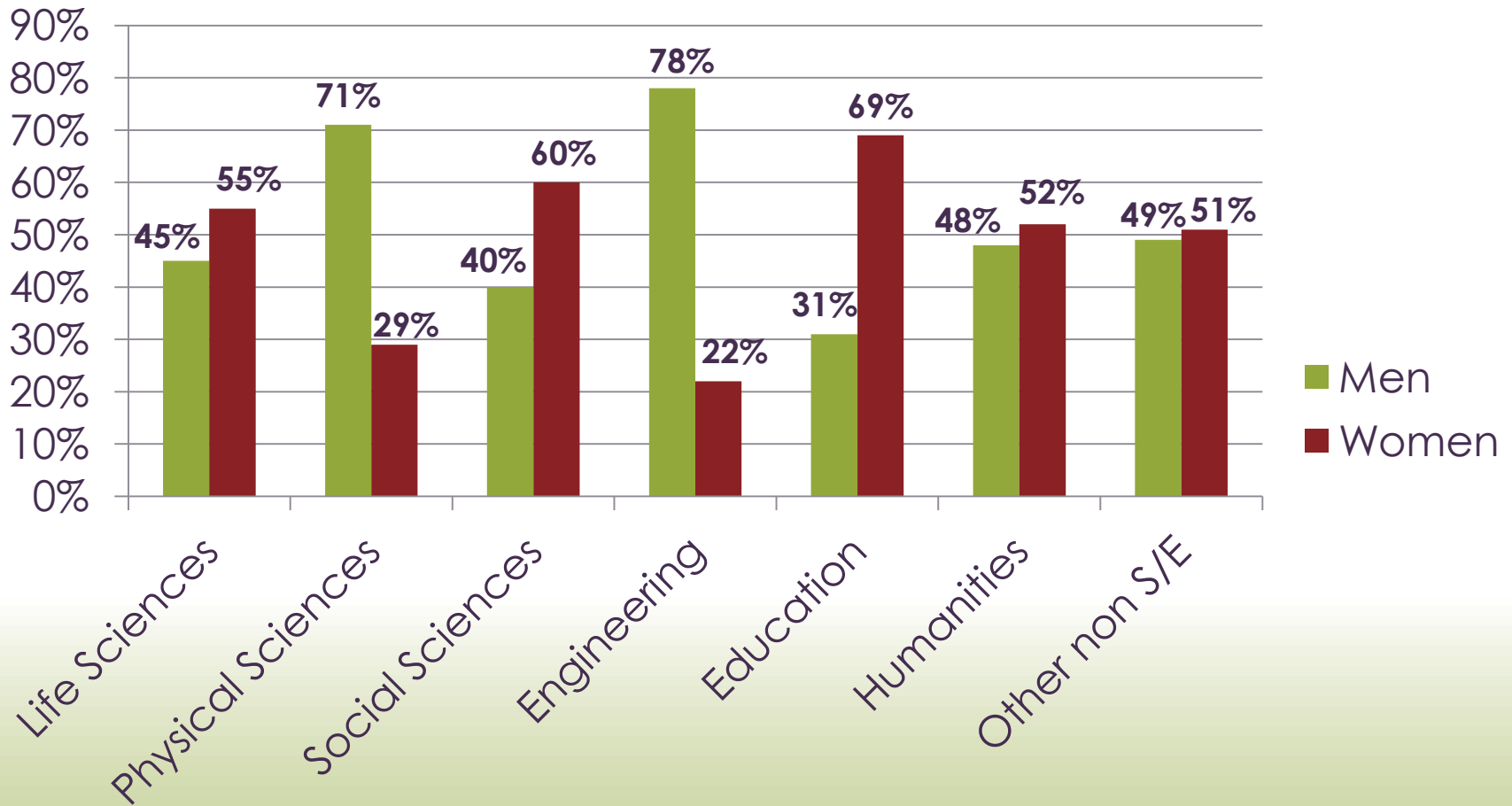
NDSU tenure-line faculty by gender*

NDSU women tenure-line faculty by rank*

Legend: ■ %Assistant ■ %Associate ■ %Full

Year	%Assistant	%Associate	%Full
92-93	24%	12%	5%
02-03	36%	11%	5%
03-04	39%	11%	5%
04-05	40%	11%	6%
05-06	41%	15%	6%
06-07	42%	16%	8%
07-08	42%	19%	7%
08-09	44%	20%	7%
09-10	44%	23%	7%
10-11	42%	31%	7%
11-12	44%	29%	10%
12-13	56%	30%	14%

Before FORWARD   Early FORWARD   NDSU Advance FORWARD

*Full-time administrators are not included.

NDSU |FORWARD〉 Focus on Resources for Women's Advancement, Recruitment/Retention and Development

NDSU tenure-line STEM faculty by gender*
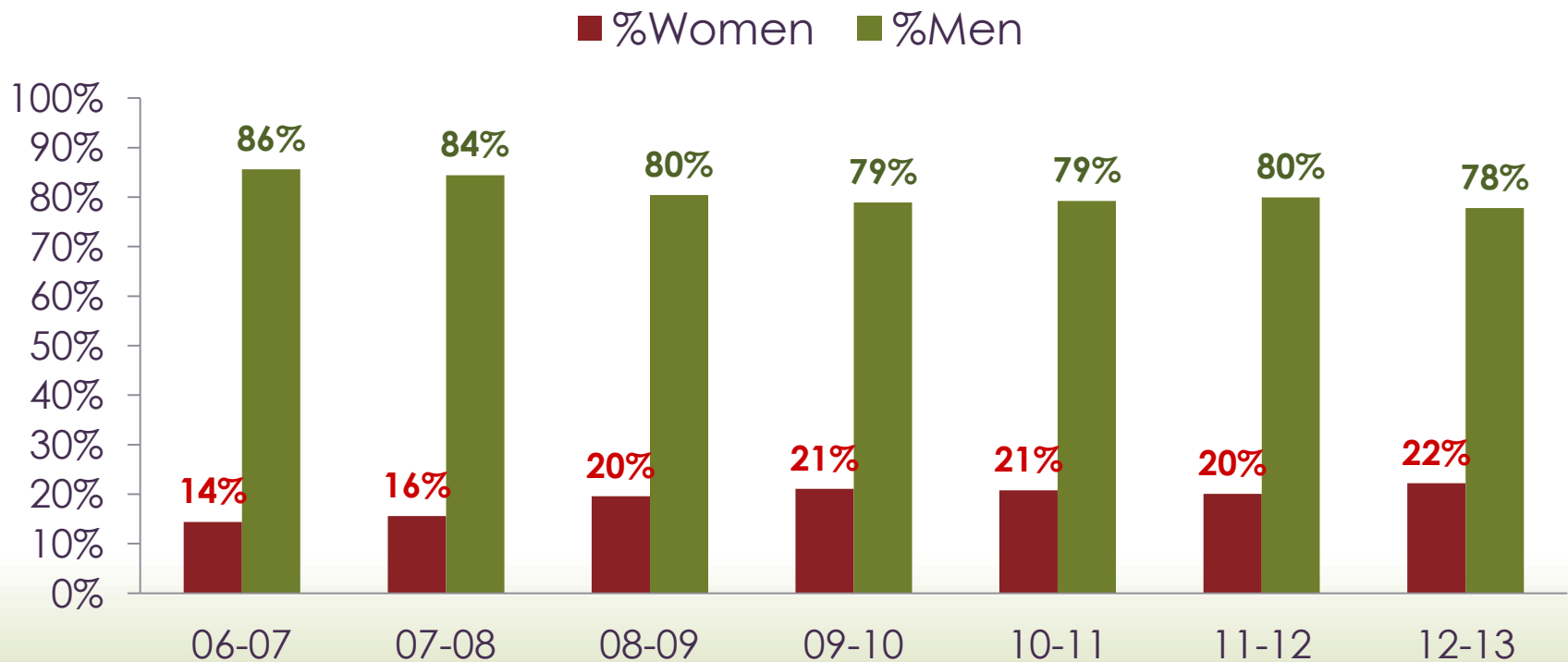
■ %Women ■ %Men

	06-07	07-08	08-09	09-10	10-11	11-12	12-13
%Women	14%	16%	20%	21%	21%	20%	22%
%Men	86%	84%	80%	79%	79%	80%	78%

Early FORWARD   **NDSU Advance FORWARD**

*Full-time administrators are not included.

NDSU |FORWARD〉 Focus on Resources for Women's Advancement, Recruitment/Retention and Development
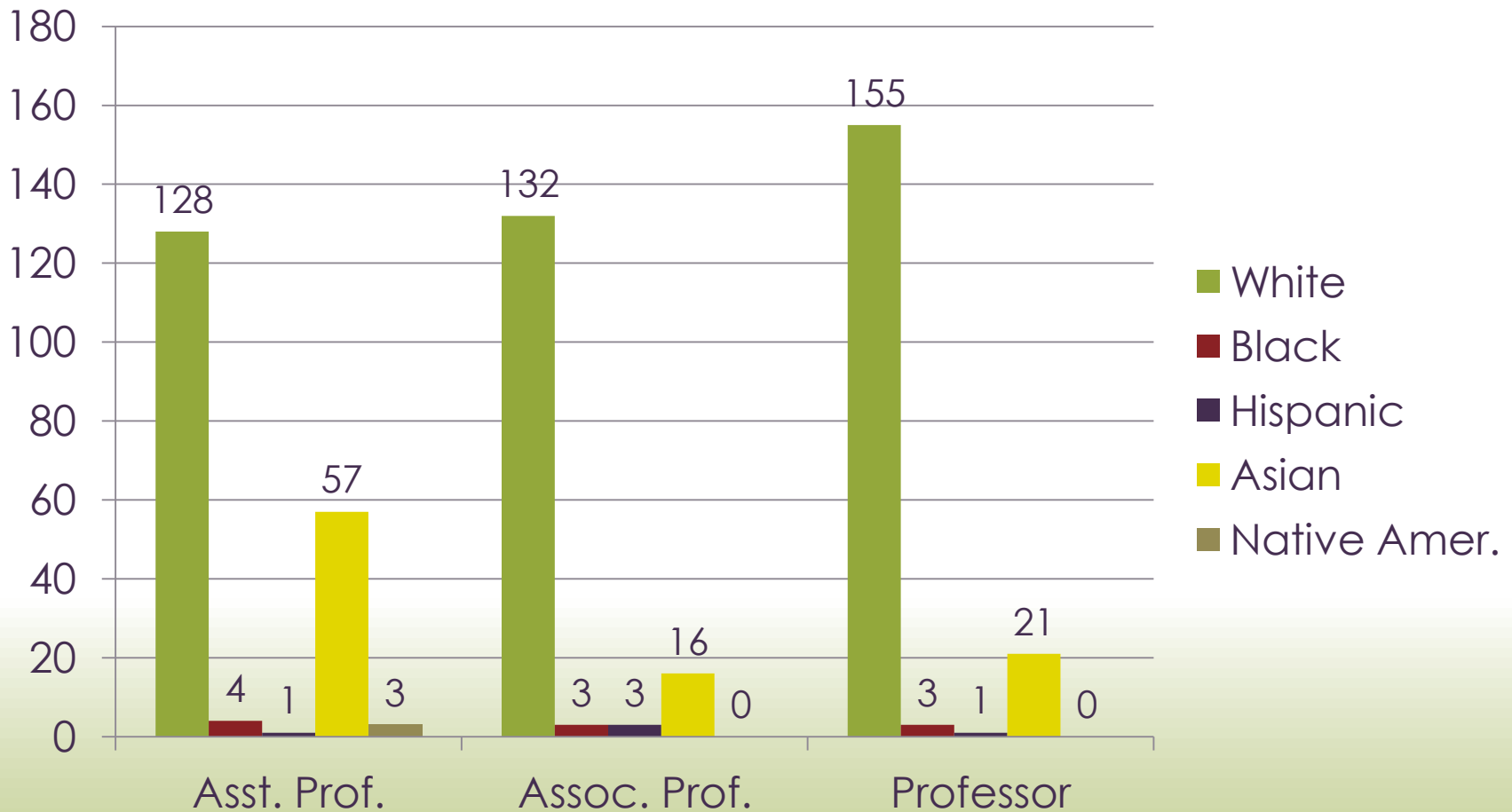
Data show limited gender and ethnic/racial representation among NDSU faculty.

Why pay attention to diversity among our faculty?

- Broadens the "marketplace of ideas."

- Enriches students' educational experience, provides role models, and prepares them for the future.

- Contributes to innovation and productivity.

- Addresses our legal and ethical responsibility to be more inclusive.

Unconscious bias

also known as

stereotypes

implicit associations

schemas
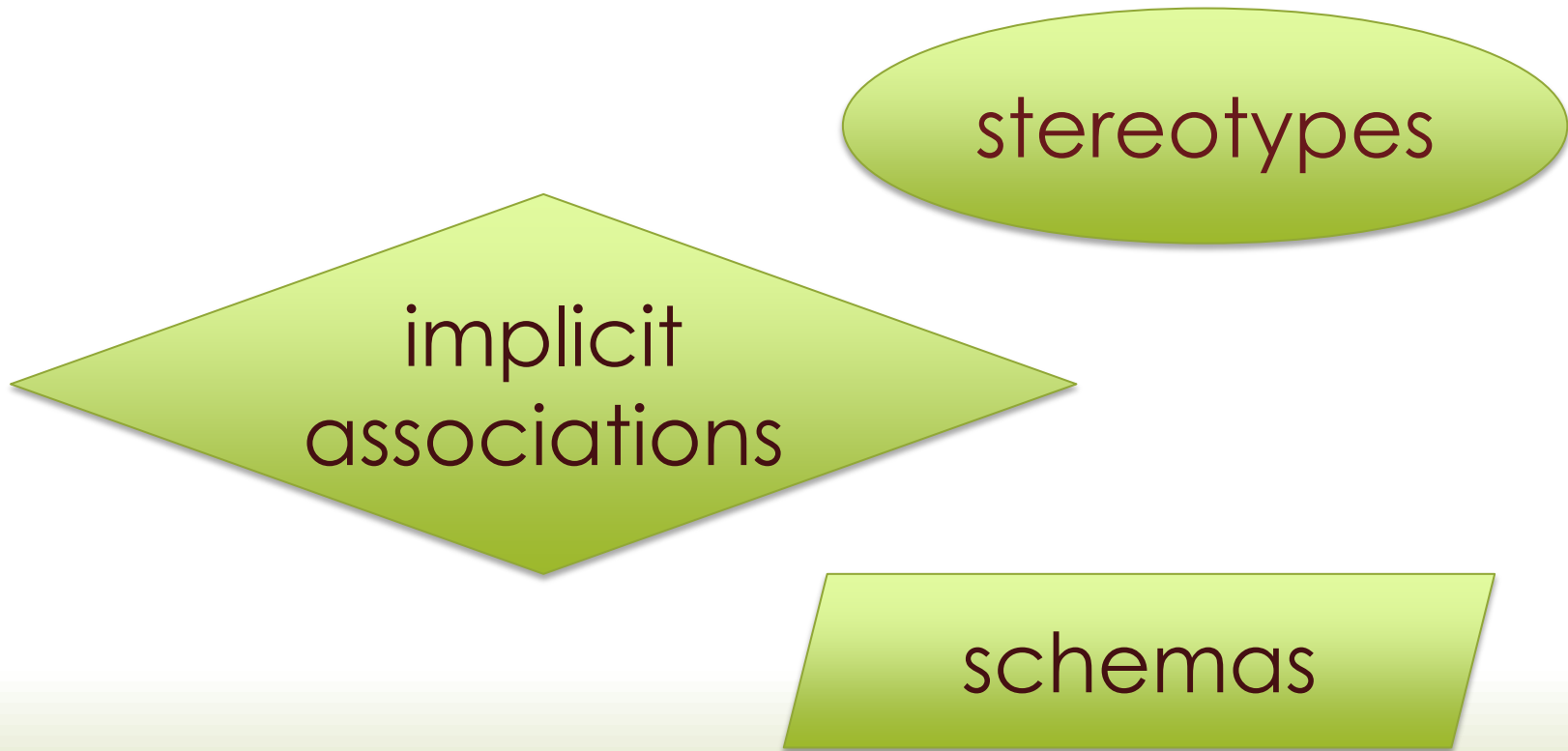
Whatever the name, they are

implicit or unconscious assumptions that **influence** our judgments . . .

sometimes about physical or social characteristics associated with race or ethnicity, gender, disability, and sexual orientation

OR

about certain job descriptions, academic institutions, and fields of study.

"Even the most well-intentioned person unwittingly allows unconscious thoughts and feelings to influence apparently objective decisions."

Mahzarin R. Banaji

Unconscious bias is more likely to operate where there is:

- Ambiguity (including lack of information)
- Stress from competing tasks
- Time pressure
- Lack of critical mass

Some typical (and unwitting) cognitive errors

- Stereotypes (negative AND positive)

- Raising the bar/shifting the standards

- First impressions

- Assumptions/"psychoanalyzing" the candidate"

Some typical (and unwitting) cognitive errors

- Self-fulfilling prophecy

- Seizing a pretext

- Premature ranking/digging in

- Momentum of the group

Cognitive Errors Worksheet

Overcoming cognitive errors

- Constant self-correction.
- Ground rules & checklist to regulate the process.
- Use of a matrix or other visual to focus on qualifications.
- No overloading or rushing.
- Frequent insistence on "show me the evidence" during the search process.

Minimize unconscious bias by

- Increasing the **numbers of applicants from underrepresented groups**.

- **Consciously** working to minimize the influence of biases and assumptions.

- Applying evaluation criteria **consistently**.

- Spending **sufficient time** to evaluate each applicant's **complete application**.

- Being able to **defend every decision** to continue or eliminate an applicant.

- Periodically **evaluating judgments** to see if bias has influenced a decision.

In short, remember . . .

- Biases are often unintentional.

- We **all** make assumptions.

- Decisions made quickly are more susceptible to unconscious bias.

- Acknowledgement of unconscious bias can help overcome it.

Effective and efficient search practices

Faculty search-related policies

All employment decisions are subject to equal opportunity/ non-discrimination laws, regulations and policies

- **103**: Equal Opportunity/Affirmative Action Policy on the Announcement of Position Openings
- **103.1**: Recruitment for Executive/ Administrative/ Managerial, Academic Staff and Other Non-Banded Positions
- **104**: Recruitment Period for Position Announcements
- **112**: Pre-Employment and Current Employee Criminal Record Disclosure
- **304**: Academic Staff and Executive/Administrative Positions– Procedures for filling
- **339:** Policy on Communication Proficiency
  - Include student on search committee.
  - Include "effective oral and written communication skills" as minimum qualification.

NDSU Policy 103.2.1 – interim or part-time appointments for faculty/executive/administrative positions

Any interim **or** $\leq$ .5 FTE appointment that includes a change in title or compensation must be announced internally

- for 10-working days and
- with opportunities for individuals to learn about and apply for the position.

Department must provide documentation to R/CO:

- the announcement and
- review of applications.

Challenges in the search process:

- Recruiting for excellence.

- Committing the time required.

- Managing/organizing paperwork.

- Addressing unconscious bias.

- Dealing with committee dynamics:
  - motivating members
  - reaching agreement or consensus.

Search committee members - roles and responsibilities:

- Develop a climate of trust and respect with other committee colleagues.

- Attend all search committee meetings; be prepared.

- Recruit **actively**.

- Read all application materials carefully.

- Use *advertised* qualifications for screening.

- Keep in mind the impact of **unconscious bias** throughout the search process:
  - as you recruit
  - as you review applications
  - as you conduct interviews
  - as you make hiring recommendations

Steps in the search process:

1. Develop the position description/ qualifications.

2. Recruit applicants – actively.

3. Screen applicants
   - Review applicant CVs and other application materials.
   - Check references.

4. Interview top applicants.

5. Recommend applicant for hire.

1. Position description and qualifications

- Consider the position description the foundation for the search.
    - *Review with the future in mind; no same-old, same-old.*
    - *Check postings for similar positions.*
    - *Know the market; design qualifications with the market in mind.*
- Include **all** qualifications/characteristics to be used in screening.

- Use broad descriptions of scholarship, experience, and disciplinary background (specificity works against diversification).

- Label as "preferred" qualifications that are not <u>absolutely</u> required" (maintain flexibility).

- Include *required* EO/AA statement **AND** consider adding:
  - "NDSU is an NSF ADVANCE Institution" and/or
  - "Women and other traditionally underrepresented groups are encouraged to apply."

Consider including qualifications such as:

- Evidence of ability to work effectively with a diversity of students and colleagues: both women and men and individuals from a variety of cultural backgrounds.

OR

- Ability to interact and collaborate effectively with a diversity of colleagues and students.

OR

- Other options that may be specific to your discipline:
  - curricular innovation re: diversity,
  - experience teaching diversity-related courses,
  - research dealing with aspects of diversity.

2. Recruitment – the basics

- Effective recruitment is **proactive**.

- **Personal contact** is the most effective recruitment strategy.

- Effective recruitment is **labor intensive**.

- The best applicants may be people who are **not looking** for a position.

Recruitment strategies to attract high-caliber and diverse applicants:

- Expect **all** search committee members to **actively** recruit applicants.
- **Use personal contacts.**
- Distribute position announcements widely.
- Use on-line forums.

- **Share position information** wherever possible.
- Use resources that target underrepresented groups including individuals with disabilities.
- Attend graduate student presentations at conferences.

- Recruit at conferences that target professionals from traditionally underrepresented groups (TUGs)

- Contact colleges whose students are primarily from TUGs

- Seek personal referrals from
  - former students/alumni in your field
  - colleagues at other institutions.

Don't buy the myths about lack of applicants from underrepresented groups.

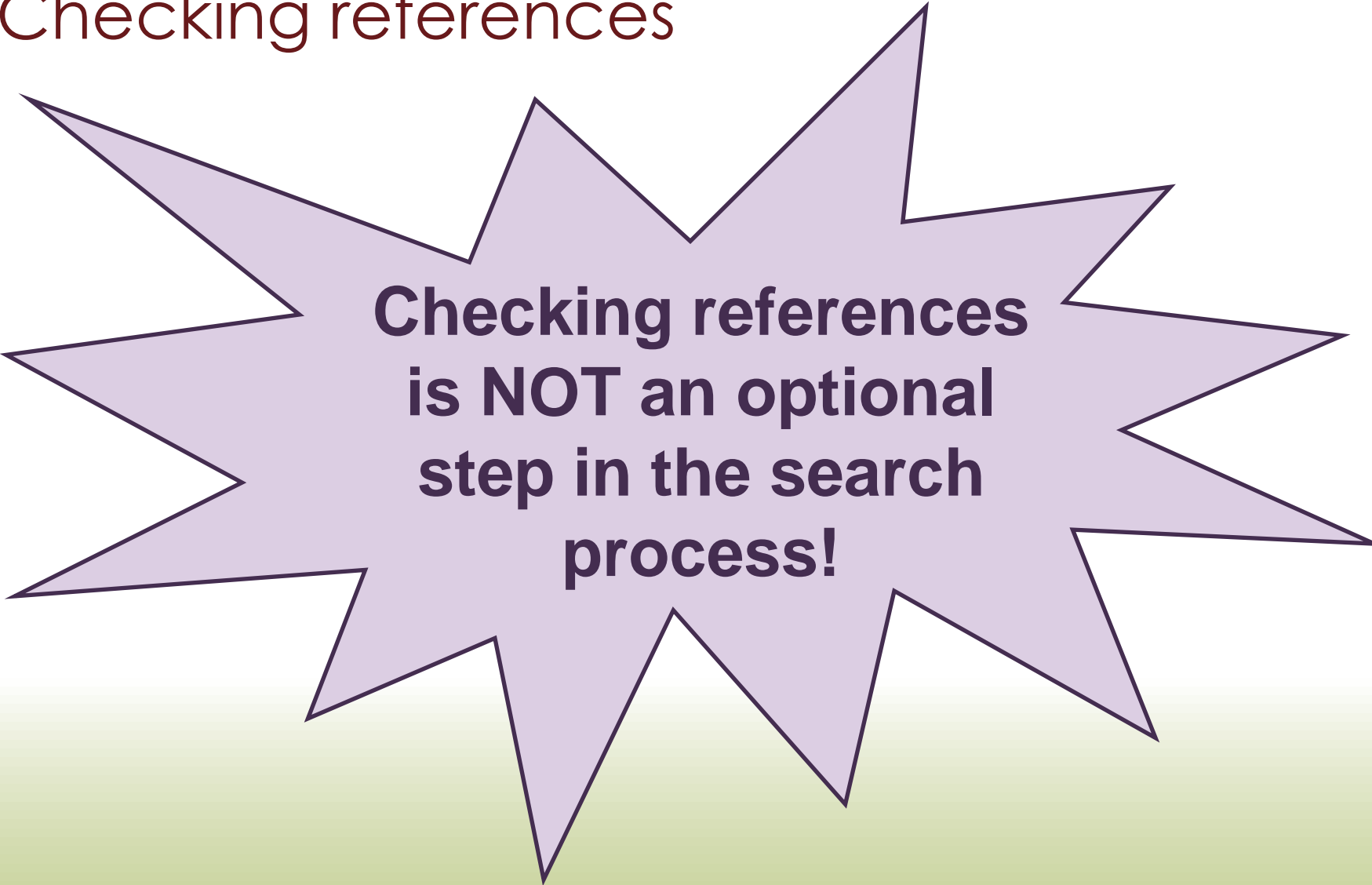See **Recruitment/Advertising Sources** at
http://www.ndsu.edu/diversity/equity/recruitment_and_hiring/

3. Screening

- Develop a *systematic* way to review applicants based on the *advertised qualifications*.
- Record reasons for nonselection as they are identified – don't wait until the end of the process.
- Ask a committee member to be the recorder during committee discussions.

REMEMBER: The best predictor of future performance is past behavior.

Checking references

Checking references is NOT an optional step in the search process!

Collecting reference information:

- Letters of reference for all applicants? Only semi-finalists?

- Standard letter or "tailored" letter?

- Letters vs. phone reference checking?

- Named referees **and** nonnamed referees.

- Timing – when to do the reference checks?

Customizing reference checks:

- Identify areas for which more information is needed based on advertised qualifications.

- Develop behaviorally oriented questions.

- Keep notes about who was contacted and summarize the information.

Effective phone reference checks:

- Focus questions on characteristics that are *clearly* related to the position.

- <u>Listen</u> carefully and ask follow-up questions.

- Keep the questions open-ended.

- Let silence be okay.

See Reference Checking Guidelines:
http://www.ndsu.edu/fileadmin/diversity/ReferenceCheckingGuidelines.pdf

4. Interviewing – two objectives:

- Collect additional and necessary information about the applicant – usually in person,

  AND

- Market the position, your department and college, NDSU, and the F-M community.

Planning an effective interview

- Use position description/qualifications as basis for interview questions.

- Structure the interview:
  - Start with rapport building questions.
  - Use open-ended questions (avoid yes/no questions).
  - Ask for behavioral examples.
  - Control the interview.
  - Allow silence.
  - Seek contrary evidence.

- Be consistent but not rigid!

- Review appropriate interview behavior together as a committee, see:
  http://www.ndsu.edu/diversity/equity/recruitment_and_hiring/

Developing Interview Questions

What do you most like to teach?

OR

What would you like to teach?

What courses have you most enjoyed teaching?

What interactions have you had with business and industry professionals in different settings? What issues have you encountered in those situations?

Tell us about any collaborative research you have been involved in.

Enhancing the overall interview experience

- Be consistent with all interviewees.

- Organize well; be upbeat.

- Be sure all candidates meet some people who share important personal and social characteristics.

- Actively market the position:
your department, college, NDSU, and the community.

NOTE:
North Dakota open records law

All records related to a search process are open records under ND law including:

- All official documents associated with the search including application materials, reference letters or reference information, interview reports.

- **BUT ALSO**, personal notes you take about applicants as you review materials, do reference checks or interviews and make recommendations for hiring *as long as they exist*.

5. Recommending an offer

- Develop **evidence-based** recommendations – using the advertised qualifications - to offer or not to offer.

- Attempt to achieve committee consensus about recommendations.

Case Study

After the hire . . .

- Follow-up regularly to help with the transition and to address any concerns – both formally and informally.

- Encourage participation in university's mentoring program and other professional development opportunities.

- Point out new employee information, see: http://www.ndsu.edu/hr/onboarding/

Resources for the search:

- *Reviewing Applicants (brochure)*
  This and other resources can be found on the FORWARD web page:
  http://www.ndsu.edu/forward/resources

- Resources/guidelines for recruitment, screening, and interviewing
  http://www.ndsu.edu/diversity/equity/recruitment_and_hiring/

Questions??

Contact:

Angela Bachman, Assistant for Faculty Searches, Office of the Provost, at 231-7150

OR

Office for Diversity, Equity, and Global Outreach at 231-7708

Acknowledgments

- STRIDE, University of Michigan (Strategies and Tactics for Recruiting to Improve Diversity and Excellence)

- WISELI, University of Wisconsin-Madison (Women in Science and Engineering Leadership Institute)

- Angela Bachman, Assistant for Faculty Searches (NDSU Office of the Provost)