Search Committee Training
Search Committee Training: An Overview

The presentation covers:

» Benefits & Costs of Search Committees
» Who is involved
» What roles & responsibilities do they have?
» Recruitment Activities
» Evaluation of Applicants
» Creating an Inclusive Environment
» Resources
Chapter I

The Role of the Search Committee
The Role of the Search Committee

BENEFITS & COSTS
Why use a search committee or search firm?

» If done well, the benefits of a successful search outweigh the costs

» Search committees performing effectively increase benefits and minimize costs
Benefits of a Successful Search

- Highly qualified, diverse applicant pool
- Diverse faculty and staff who are committed to unit, college and/or campus
- Positive return of investment
- Mission, goals and objectives of department and university are achieved
- Effective team
Costs of an Unsuccessful Search

» Wasted resources with higher turnover
» Low faculty and staff morale
» Bad hire remains and causes chaos and turmoil in unit
» Diminishes the university or units reputation with others in the university or the profession/discipline
Search Committee Role is Crucial

» The search committee plays a vital role in realizing these benefits and minimizing these costs.
The Role of the Search Committee: Who is Involved?

ROLES & RESPONSIBILITIES
Who is Involved?

» Hiring Authority
  › Person responsible for deciding to fill and approve a position

» Search Committee Members
  › Persons responsible for ensuring high quality, diverse applicant pool and making selection recommendations
Who is Involved?

» Search Committee Chair
  › Person(s) designated to lead committee in their due diligence

» Administrative Support
  › Critical staff to support the search and ensure no detail gets lost
Shared Responsibility: CONFIDENTIALITY

» All discussions among committee members are confidential.

» Applicant names and materials should be kept in secure location.

» All notes and discussions remain confidential even upon conclusion of the search

» Confidentiality breaches should be disclosed to committee chair.
Create the search committee

- Generally 5 to 7 members, but may be smaller (n=3) with other individuals identified to evaluate candidates during interview process.
- Typically higher level positions require more constituency representation, and thus larger committees.
- Search committee membership should have balanced representation and diversity
Hiring Authority

» Include women and minorities wherever possible—may use community members.

» Include members with track records for hiring underrepresented groups and/or educated in affirmative action policies and procedures.

» Contact HR, Diversity Office, or Provost Office for assistance with identifying trained, effective committee members.

» Should be trained in best practices
Hiring Authority

» Identify the search committee chair
  › Should be person at same or higher level than vacant position

» Ensure there is administrative support for the search

» Ensure that the committee chair, committee members and administrative support receive search training
Hiring Authority

» Give the charge to the search committee:
  › Describe title, job description, essential and preferred criteria
  › Indicate salary and benefits budget
  › Describe position’s scope and challenges/opportunities
  › Give realistic time frames
  › Determine preferred number of finalists, form of finalists feedback (ranked, random)
  › Support committee (administrative assistance, travel budget, etc.)

Refer to the Tool Kit for a sample of a best practice charge to the committee
Committee Member

» Be an active recruiter
» Consistently and fairly evaluate all applicants
» Do homework, and actively participate in all meetings
» Be a good ambassador -- Are you adding value through your interactions?
» ALL search committee members share responsibility to attract diverse pool and ensure fair and equitable treatment of all applicants [refer to “Diversifying the Workforce” presentation].

Refer to the Tool Kit for tips on how to add value to the search as a search committee member
Search Committee Chair

» Must ensure diversity and accountability for members
» Must ensure proper recordkeeping
» Must enforce confidentiality rules
» Must keep hiring authority updated on search efforts
» Must set the tone for the committee and lead by example

Refer to the Tool Kit for tools to support the search committee chair.
Search Committee Chair

» Serves as the ambassador-in-chief to the hiring authority, campus, and candidate

» Serves as liaison between hiring authority and committee, and speaks as “one voice” for committee

» Ensures committee charge is carried out
Administrative Support

» Maintain applicant confidentiality
» Ensures hiring process is followed, including appropriate, timely entries into HR system
» Respond to applicants on behalf of committee chair
» Schedule committee meetings and applicant interviews
» Execute any logistical details related to applicant visits as appropriate
Recap: Search Committee Training

» Chapter I - The Role of the Search Committee
  › Benefits and Costs
  › Roles and Responsibilities
Chapter II

Recruitment Activities
Key Components of Recruitment Activities

1. Recruitment plan

2. Job description and success criteria

3. Job ad(s) and posting locations

4. Outreach activities
Recruitment Activities: Initial Steps

» Search Committee works with the Hiring Authority to develop the recruitment plan
  › This is developed contemporaneously with other initial steps in the search process
  › This could be done in the first search committee meeting with the Hiring Authority
With the Hiring Authority, review:

› Hiring freeze guidelines, if applicable
› Faculty hiring guidelines
› Affirmative Action / Equal Opportunities policies
Chapter II: Recruitment Activities

RECRUITMENT PLAN
Recruitment Plan

» Consider the search process as first step in the retention process.

» How well you match the person to the position and organization will determine their success (within the position & unit)

Refer to Tool Kit for information showing the connection between recruiting and retention
Recruitment Plan

» Create a specific recruitment action plan that builds from the campus Affirmative Action Plan and the school/college diversity plan.

» Determine additional resources to advertise position

Refer to Tool Kit for additional resources for advertising positions
Recruitment Plan

Consider how to reach the groups covered by the university’s Affirmative Action Plan:

› Women
› Minorities
› Veterans
› Persons with disabilities
› Other underrepresented groups as detailed
School or department may identify other diversity efforts based on specific needs or department (e.g., males in nursing)
TIP #1 – Recruitment Plan

Cast a Wide Net

» It’s important to recruit from a wide range of sources and use a variety of methods to cast a wide net.

› Some associations or institutions may exclude potential candidates.

› Tapping these resources can make you a victim of their exclusionary thinking.
Tip #2 – Recruitment Plan

» Remember that this is a “courting” relationship
  › You are getting to know one another.
  › Applicants are needing information about the position as well as you needing information about the applicants. It’s a two-way street.
  › Everything that is said or done sets the tone.
Chapter II: Recruitment Activities

JOB DESCRIPTION
Job Description

» Begin with well-written, comprehensive job description
  › Carefully consider minimum qualifications
  › What is really needed for the position? vs. What is desired?

» Both job description and job ad must not be too broad

» Determine success criteria for the job
  › What are the competencies, knowledge, skills needed to be successful in this job?

Refer to Tool Kit for ways to write a job description
Chapter II: Recruitment Activities

JOB ADS
Job Postings

» Rule of Thumb...

› The higher the level position, the longer the posting.

› In general, the longer the posting period the larger and more diverse the applicant pool.
Job Postings

» Announcements should include proactive language targeted toward applicants of color, women, people with disabilities and veterans.

» This is a campus marketing opportunity beyond this position!

Refer to Tool Kit for ways to write a job description
TIP #3- Job Ads

» Remember… Outstanding candidates often do not apply for advertised positions—you must ‘court’ these potential applicants.

» A search firm can be helpful in recruiting talent that would not otherwise seek the position [commonly used for higher level/executive positions].

Refer to the Tool Kit for ideas on how to “court” potential applicants.
Chapter II: Recruitment Activities

OUTREACH ACTIVITIES
Outreach Activities

» SELL THE OPPORTUNITY!
  › Telephone calls
  › Personalized letters to potential applicants
  › Personalized emails
  › Talk face-to-face with people who might nominate candidates
  › Use networks to reach candidates personally
Outreach Activities

» Consult with diverse faculty members on campus about outreach activities

» Approach potential candidates at professional meetings

» Contact traditional professional organizations that have affiliated groups for women, minorities, and other underrepresented groups
Job Postings

» Consult with diverse faculty members on campus about outreach activities

» Approach potential candidates at professional meetings

» Contact traditional professional organizations that have affiliated groups for women, minorities, and other underrepresented groups

Refer to the Tool Kit for more examples ideas on how to “sell the opportunity.”
Recap: Search Committee Training

» Chapter I - The Role of the Search Committee
  › Benefits and Costs
  › Roles and Responsibilities

» Chapter II - Recruitment Activities
  › Recruitment plan
  › Job description
  › Job ad(s)
  › Outreach activities
Chapter III

Evaluation Process
EVALUATION PROCESS

1. Develop evaluation criteria
2. Evaluate applicants
3. Develop interview format
4. Conduct interviews
5. Conduct reference checks
6. Select finalists
Chapter III: Evaluation Process

DEVELOP CRITERIA
Evaluation Criteria

» Must be based on job description and ads

» Must be written, available to committee members, and saved as part of the committee materials

» Does not need to be numerical—can sort applicants into groups and/or rank order

» Must be developed and agreed upon before reviewing applicant materials
Evaluation Criteria

» Criteria should include demonstrated success

» Should include ways to judge potential
Chapter III: Evaluation Process

EVALUATE APPLICANTS
Evaluate Applicants

» Numerous methods can be used to evaluate applicants
» Options may include:
  › Telephone interviews
  › In person interviews
  › Videoconference interviews or Skype
  › Applicant presentations
  › Applicant written response to set of questions
  › Curriculum vitae or resume
  › Cover letter
  › References
  › Applicants’ published or other written materials
Evaluate Applicants

Judge applicants on *potential*, not just experience.
**Evaluation of Internal Applicants**

» Should meet same levels of qualifications as external applicants

» Should not be given ‘courtesy’ interviews
  › It raises unrealistic expectations for internal applicants
  › It is an inefficient use of everyone’s time

» Internal applicants may NOT participate in the evaluation process of other applicants.
Evaluate Applicants

» Evaluation materials from individual committee members should be considered ‘personal notes’ and not distributed among committee members or kept as part of the official search file.
Evaluate Applicants

» Any committee member who has a conflict of interest given the nature of relationship (personal or professional) should excuse himself/herself from the evaluation and discussion of such parties.
Chapter III: Evaluation Process

DEVELOP INTERVIEW FORMAT
Interview Format

» Formal selection interviews are conducted by the search committee and sometimes additional evaluators.
  › Must be consistent for all applicants.
  › May conduct phone or video interviews first to determine number of in-person interviews and narrow the pool.
  › Develop questions that cover major job functions and desired skills/abilities.
  › Develop questions that will help determine fit (based on job description and ad)
Chapter III: Evaluation Process

CONDUCT INTERVIEWS
Conduct Interviews

» Must ask same questions of all applicants, but can ask varying follow-up questions depending on applicants’ answers and/or experience/education.

» Use interview questions to probe ‘potential’ using ‘what if’ type questions.

» Ask behavioral based questions
Conduct Interviews

» Committee members who miss some or all of the interviews should not participate in discussions of rank ordering/grouping of applicants, but may provide comments on those that they attended.
Conduct Interviews

» All contact between applicants and search committee members is considered ‘interview time’

» Applicants are always ‘ON’.

» Search Committee members should behave as if they are “ON”
Conduct Interviews

- All contact between applicants and other interviewers/evaluators – including the hiring authority -- is also considered ‘interview time’

- These additional interviewers/evaluators should adhere to the same rules for interviewing as search committee members must.
Interview questions/protocol

» See Tool Kit for more information on:
  › Preparing for the Interview
  › Conducting the Interview
  › Evaluating Interviews
  › Selecting Interview Type & Questions
CONDUCT REFERENCE CHECKS
Reference Checks

» Verifying accuracy of facts in a candidate’s background is prudent

» Any reference check, criminal background check or credit check should be overseen by HR to ensure all legal requirements are met
Guidelines for Reference Checks

» Before any reference call is made, the chairperson should:
  › Inquire if the person is still interested in the position, and if yes....
  › Inform the candidate the committee will be calling references

» Keep careful notes to assist in reconstructing the conversation for your fellow committee members

» Search for patterns of strength and limitation; ask for examples of the individual’s experiences or decisions

» Don’t give equal weight to every remark
  › Consider the source and the depth of the respondent’s relationship to the candidate

» When do I conduct reference checks? Are they required?

» Exercise due diligence
Reference Checks: Aides

» Criminal background checks should be done if appropriate

» Search firms can be immensely valuable in conducting background and reference checks
Reference Checks

Options for reluctant references:

» Ask applicant for copies of recent performance evaluations
» Ask applicant for written references
» Conduct site visits to former employers/colleagues
» Ask references if they have ideas for additional reference

BE SURE TO GET APPLICANT’S PERMISSION—and let them when you will be making contact!
SELECT FINALISTS
Selection of Finalists

» Once all applicant evaluations are complete, the committee must determine which, if any, candidates to recommend as finalist

» No one other than the hiring authority should be notified of recommendation

» Hiring authority ultimately determines who receives an offer of employment
Search Committee Last Steps

» Search committee responsibilities are concluded when finalist names are given to hiring authority.

» Search committee chair ensures search checklist is complete and materials are properly stored.

» Hiring authority can conduct additional interviews and other evaluation processes or proceed directly to hiring negotiations.
When the search is over...

Search committee should debrief:

- What worked well, what didn’t work?
- Are there highly qualified applicants that can be encouraged to apply for other campus positions?
Recap: Search Committee Training

» Chapter I - The Role of the Search Committee
  › Benefits and Costs
  › Roles and Responsibilities

» Chapter II - Recruitment Activities
  › Recruitment plan
  › Job description
  › Job ad(s)
  › Outreach activities

» Chapter III - Evaluation Process
  › Develop criteria
  › Develop interview format
  › Conduct interviews
  › Conduct reference checks
  › Select finalists
Chapter IV

Diversifying the Academy
DIVERSIFYING THE ACADEMY

1. Diversity and Inclusion
2. Benefits of Diversity
3. The National Landscape
4. Barriers to Diversity
Chapter IV: Diversifying the Academy

DIVERSITY & INCLUSION
Diversity: What is It?

Diversity definitions include:

› Heterogeneity of ideas, thoughts and beliefs
› Demographic heterogeneity or variety in group presence and interactions which includes, but is not limited to:
  › Race, age, color, ethnicity, gender, religion, disability status, socio-economic status, sexual orientation, gender identity, and national origin
› Designation of minority status
  › Historically underrepresented populations by:
    › 1) Demography
    › 2) Discipline

Faculty & Diversity

» Faculty and administrators have varying definitions of diversity.

» Faculty and administrators also have varying opinions as to who should be included in the broader category of “faculty of color.”

» Some faculty talk about diversity broadly in terms of ideas and research interests.

» Others solely discuss diversity in terms of race and ethnicity.

Inclusion: What is It?

» Creating an environment or culture where differences are embraced & heterogeneity is intentionally sought

» AAC&U defines inclusion as:
  » The active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (AAC&U, 2009).

Diversity & Inclusion

» If definitions for both terms are broad, then...

Why do we focus on more narrow definitions such as underrepresented minority and/or women?

» We have yet to represent the full landscape of higher education and of the U.S.
Chapter IV: Diversifying the Academy

BENEFITS OF DIVERSITY
Why Diversity Matters: Benefits

» Drives innovation, creativity and collaboration

» Fosters teamwork and respect

» Enhances academic quality and excellence

» Prepares students to live and work in an increasingly global, pluralistic and multicultural society

» Strengthens communities whose citizens will be judged by character and contributions

» Strengthens economic prosperity by using the skills of individuals from different ethnic backgrounds, cultures and communities

Chapter IV: Diversifying the Academy

HOW DIVERSE IS THE UNIVERSITY?
Diversity Among University of Missouri Campus Leadership by Ethnicity/Race

**Academic Administration**
(Academic Deans & Provosts)
*Vice Provosts & Assistant Associate Deans Excluded

- White: 94% (35)
- Black: 3% (1)
- Asian: 3% (1)

**Administration Chancellor Direct Reports**
*Vice Chancellor level & Higher

- White: 89% (17)
- Black: 11% (2)
Diversity Among University of Missouri Campus Leadership by Gender

Academic Administration
(Academic Deans & Provosts)
*Vice Provosts & Assistant Associate Deans Excluded

- Male: 41% (13)
- Female: 59% (19)

Administration
Chancellor Direct Reports
*Vice Chancellor level & Higher

- Male: 37% (7)
- Female: 63% (12)
University of Missouri (UM) System Ethnicity of Tenure/Tenure Track

- White: 73.60% (1,648)
- Black: 4.20% (94)
- Hispanic: 2.68% (307)
- Asian: 13.71% (307)
- Pacific Islander: 0.36% (8)
- American Indian/Alaska Native: 4.02% (90)
- Two or more Races: 1.03% (23)
- Nonresident: 0.18% (4)
- Unknown: 0.22% (5)

Full-Time Faculty, Fall 2012

Source: Institutional Research and Planning. Faculty and Staff Headcount Data. Retrieved from http://www.umsystem.edu/ums/aa/planning#faculty
UM System Gender of Tenure/Tenure Track Faculty

Full-Time Faculty, Fall 2012

- 67% (1,502) Males
- 33% (737) Females

Source: Institutional Research and Planning. Faculty and Staff Headcount Data. Retrieved from http://www.umsystem.edu/ums/aa/planning#faculty
UM System Faculty Not on Tenure Track ( Ranked & Unranked )

Full-Time Faculty, Fall 2012

- 56% (1,734)
- 22% (692)
- 10% (298)
- 4% (120)
- 5% (163)
- 3% (84)

*Professors, Associate Professors, and Assistant Professors constitute ranked, non tenure track faculty in the respective tracks

Source: Institutional Research and Planning. Faculty and Staff Headcount Data. Retrieved from http://www.umsystem.edu/ums/aa/planning#faculty
Chapter IV: Diversifying the Academy

THE NATIONAL LANDSCAPE
## U.S. Faculty and Staff in Public Four Year Degree-Granting Institutions, by Race/Ethnicity, Fall 2011

<table>
<thead>
<tr>
<th>Primary Occupation</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>American Indian/Alaska Native</th>
<th>Two or More Races</th>
<th>Race or Ethnicity Unknown</th>
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</thead>
<tbody>
<tr>
<td>Total - public 4 year institutions</td>
<td>1,233,523</td>
<td>168,729</td>
<td>114,476</td>
<td>121,067</td>
<td>2,912</td>
<td>10,736</td>
<td>13,713</td>
<td>58,715</td>
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<tr>
<td>Professional staff</td>
<td>945,006</td>
<td>961,210</td>
<td>66,656</td>
<td>103,273</td>
<td>2,025</td>
<td>6,931</td>
<td>10,441</td>
<td>49,159</td>
</tr>
<tr>
<td>Executive/administrative/managerial</td>
<td>66,353</td>
<td>8,405</td>
<td>4,354</td>
<td>3,177</td>
<td>81</td>
<td>527</td>
<td>424</td>
<td>1,172</td>
</tr>
<tr>
<td>Faculty (instruction/research/public service)</td>
<td>419,577</td>
<td>30,671</td>
<td>24,565</td>
<td>48,374</td>
<td>780</td>
<td>2,871</td>
<td>3,030</td>
<td>20,368</td>
</tr>
</tbody>
</table>

### U.S. Faculty and Staff in Public Four Year Degree-Granting Institutions, by Race/Ethnicity, Fall 2011

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<th>Asian</th>
<th>Pacific Islander</th>
<th>American Indian/Alaska Native</th>
<th>Two or more race</th>
<th>Race/Ethnicity Unknown</th>
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</thead>
<tbody>
<tr>
<td>Graduate assistants</td>
<td>147,122</td>
<td>11,101</td>
<td>11,670</td>
<td>18,435</td>
<td>444</td>
<td>1,045</td>
<td>3,660</td>
<td>15,699</td>
</tr>
<tr>
<td>Other professionals</td>
<td>311,954</td>
<td>41,033</td>
<td>26,067</td>
<td>33,287</td>
<td>720</td>
<td>2,488</td>
<td>3,327</td>
<td>11,920</td>
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<tr>
<td>Nonprofessional staff</td>
<td>288,517</td>
<td>77,519</td>
<td>47,820</td>
<td>17,794</td>
<td>887</td>
<td>3,805</td>
<td>3,272</td>
<td>9,556</td>
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</tbody>
</table>

U.S. Faculty and Staff in Public Four Year Degree-Granting Institutions by Race/Ethnicity

*Note: Faculty constitutes Full-Time Faculty, Professors, Associate Professors, and Assistant Professors constitute ranked, non tenure track faculty in the respective tracks

U.S. Faculty in Public Four Year Degree-Granting Institutions by Race/Ethnicity

*Professors, Associate Professors, and Assistant Professors constitute ranked, non tenure track faculty in the respective tracks

U.S. Full-Time Instructional Faculty in Degree-Granting Institutions by Academic Rank

Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity.

*Professors, Associate Professors, and Assistant Professors constitute ranked, non tenure track faculty in the respective tracks

## Pipeline for Faculty:
### U.S. Percentage of Doctoral Degrees Conferred by Ethnicity

<table>
<thead>
<tr>
<th>Level of Degree/Ethnicity</th>
<th>1999-2000</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>77.9%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Black</td>
<td>6.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>10.0%</td>
<td>11.8%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

## Pipeline for Faculty:
U.S. Percentage of Doctoral Degrees Conferred to Females

<table>
<thead>
<tr>
<th>Level of Degree/Percent conferred to females</th>
<th>1999-2000</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>45.4%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Black</td>
<td>61.0%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48.4%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>48.8%</td>
<td>56.5%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>52.9%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>


NCES, Table A-47-2, 2012
Chapter IV: Diversifying the Academy

BARRIERS TO DIVERSITY
Barriers to Diversity

» Unwelcoming institutional climate
» Institutional and social barriers in the academy
  › Differences in values assigned to various types of research
  › Venues through which research is disseminated that complicate understanding of academic culture
» Historical legacy
» Racial/ethnic stereotyping
» Unconscious bias

Barriers to Diversity

» The lack of role models or mentors with whom to identify
» The lack of a critical mass necessary for effective networking
» Lack of institutional support
» The ‘revolving door’ syndrome

Barriers to Diversity

» The ‘revolving door’ phenomenon
   › When a minority person leaves an institution for another, the system is simply replacing the minority faculty member, but not diversifying further (Hibbard et al., 2011).

» Many institutions struggle to maintain a diverse faculty due to high turnover rate among minority faculty.

» Studies argue that part of the problem for the high turnover has been the ‘chilling’ campus climate and the feeling of being isolated (Adam, 2011; Trower, 2008).

Overcoming the Barriers

» How do we achieve not only an improvement in our numbers but also in our culture?

» Strategic and effective recruitment
» Intentional and strategic retention strategies
» Inclusivity, climate and culture transformation
Recruiting Strategies

» Formal institutional policies with accountability and incentives calling for faculty diversity

» Strong institutional and school/college leadership that supports faculty diversity

» Designated institutional positions in support of faculty diversity

» Institutional incentives and funding to support faculty diversity

Recruiting Strategies

» Diverse committees include individuals with a variety of perspectives and with different disciplinary networks – networks that include future faculty of color.

» Special or targeted advertising

» Contacting Department Chairs, faculty and administration from other universities to ask for assistance in identifying candidates

Mentoring doctoral candidates from their own institution for future recruitment as faculty members

Funding faculty lines solely for underrepresented minority hires

Offering underrepresented minority postdoctoral fellowships

Overcoming Resistance

» Train the search committee
» Allow all members of the search committee to voice their opinions and participate in a discussion on diversity and the search committee’s roles and responsibilities in recruiting and evaluating a diverse pool of candidates
» Remind search committee members that they represent the interests of the department as a whole and, in a broader context, the interests of the university
» Stress that failure to recruit and fairly evaluate a diverse pool of candidates may jeopardize the search; that it may be too late to address the issue when and if you are asked, “Why are there no women or minorities on your finalist list?”

Overcoming Barriers

» Understand climate
» Proactively address climate
» Training
» Intentional hiring
» Strategic efforts to create critical mass
» Convergence of policy & practice
» Removing environment of isolation & tokenism
» Creating environment with respect and values
» Effective mentoring
» Creating culture of support
» Creating flexible work arrangements

What are the definitions of diversity and inclusion? What is diversity? Retrieved from http://www.arizona.edu/diversity/what-are-definitions-diversity-and-inclusion


References


References

