

Best Practices for Search Committees Workshop

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Outline for Today

1. Outreach Practices
2. Assessment Rubrics
3. Practices for Reviewing Files
4. Candidate Short Lists
5. Components of the Campus Interview

Outreach: Practices for attracting highly qualified and diverse applicants

- Initiative 200 (I-200): enacted through popular initiative in 1998

“The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”

- Prohibits discrimination and preferential treatment during the **selection phase** of hiring
- **Outreach efforts** to broaden pools of qualified candidates are **allowed** and **encouraged** by the university

Allowable Outreach Practices

Scouting

- Establish connections at professional meetings
- Host a targeted reception
- Offer invitations to participate in lecture or seminar

Networking

- Send job announcements/request nominations from institutions that serve large numbers of historically underrepresented populations
- Send announcements to diversity-related sections of professional organizations
- Take advantage of social media
- Invite junior colleagues who may be under-placed and thriving

Writing the Job Advertisement to Attract Diverse Applicants

Job ads are the sum of several discrete but related parts.

Job ads should be closely linked to your assessment rubric.

Writing the Job Advertisement to Attract Diverse Applicants

1. **Position Description** – highlight the importance of diversity and inclusion
2. **Unit Description** – emphasize the value the unit places on diversity and diversity-related work on multiple levels
3. **University Description** – include UW’s broader commitments to diversity, equity, and inclusion
4. **Description of Potential Allies** – list relevant units, interdisciplinary research centers, or outreach programs identified across the campuses
5. **Description of Materials to be Submitted** – request a statement that describes the candidate’s experiences with and commitments to diversity and equal opportunity

Working Against Bias

“Early Bird” Bias: over-valuing applications that arrive early in the process, or simply giving them more attention

- Avoid reviewing applications until the closing date

“Moving Target” Syndrome: changing the requirements for the position as the search proceeds in order to include or exclude particular candidates

- Use an assessment rubric to ensure that the application of the criteria remain consistent

Working Against Bias

Implicit Bias: the stereotypes and preconceptions about social groups stored in our brains that can influence our behavior toward members of those groups, both positively and negatively, without our conscious knowledge

Negative Bias Triggers:

- Non-traditional career paths
- Non-traditional research interests or methodologies
- Degrees from less historically prestigious institutions
- Prior work experience at less prestigious or lower-ranked institutions
- Do not appear to “fit” the unit’s existing profile

Positive Bias Triggers:

- Traditional career paths
- Traditional research interests and methodologies
- Degrees from historically prestigious institutions
- Prior work experience at prestigious or highly-ranked institutions
- Appear to “fit” the unit’s existing profile...sometimes referred to as “cloning”—replicating the current unit profile in new hires

Breaking Bias: Assessment Rubrics

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Holds the committee to the priorities stated in the job ad

- Define selection criteria up front

Ensures that all candidates are subject to the same evaluation

- Rank selection criteria in terms of unit priorities (connect to long-term hiring plan for the unit)

Requires that committees consider how many distinct criteria to use and the kind of scale to employ

- High ——— Medium ——— Low
- Excellent ——— Good ——— Neutral ——— Fair ——— Deficient ——— Unable to Judge



Example of Rubric: Evans School

Applicant Assessment Rubric (checklist and common guidance sheet): APPLICANT NUMBER/LAST NAME, REVIEWER NAME							
Criteria	Description	Ratings/Judgments					Comments
Addresses current School priorities	Ability to address one or more of the priority areas identified by the school: contemporary ethical issues; democratic theory and theories of justice; environmental policy; civil society and philanthropy; urban and metropolitan issues.	High	Medium-High	Medium	Medium-Low	Low	
Commitment to public policy/ public affairs	Demonstrated commitment to public affairs, public policy, or the nonprofit sector.	High	Medium-High	Medium	Medium-Low	Low	
Contributions to diversity and equal opportunity	How do the applicants research, teaching, and service have the potential to support the Evans School's commitment to diversity, equity, and inclusion? Highest priority given to candidates whose work addresses institutional discrimination, race and economic inequality, equal opportunity, or the complexities of engaging marginalized communities in governance.	High	Medium-High	Medium	Medium-Low	Low	
Interdisciplinary	Ability to thrive in an interdisciplinary environment, across disciplinary interests (background and training, scholarship, teaching).	High	Medium-High	Medium	Medium-Low	Low	
Research	Potential to produce high quality independent research and publications in the field (appraise the originality and significance of the candidate's work as a contribution to knowledge in the field).	High	Medium-High	Medium	Medium-Low	Low	
Service and collegiality	Evidence of willingness to work with others in the School, be collegial, collaborative, and a team player.	High	Medium-High	Medium	Medium-Low	Low	
Teaching	Potential for high quality teaching in our programs. The Evans School has as its primary mission the education of individuals to contribute to public service.* Look for evidence that demonstrates teaching competence, evidence of innovative approaches to teaching, demonstrations, and special class exercises, videotapes, electronic materials, and the like.	High	Medium-High	Medium	Medium-Low	Low	
Work experience	Work experience in the public or nonprofit sector.	High	Medium-High	Medium	Medium-Low	Low	
OVERALL	Priority to keep applicant in the pool for further review.	High	Medium-High	Medium	Medium-Low	Low	

Footnote or reverse side of checklist:
 Rules about what to pay attention to or not when, what can't formally be considered when. Reminder to explicitly assess the quality of the information sources.



Assessment Rubric Exercise

Practices for Reviewing Files

- Committee needs to agree on process
- What to review, in what order, and when?
- For example, at what point in the process will the committee review or request references?

Practices for Reviewing Files

- How will committee members handle potential conflicts of interest, such as a prior relationship with a candidate or with a candidate's adviser?
- By what process will the committee come to a decision about its short list? Will members vote, for example, or work to achieve consensus?
- At what point in the process will the committee consult with the larger unit?

Practices for Reviewing Files

- Will the committee conduct preliminary interviews? If so, will these be on site at a conference, over the phone, by Skype, or by some other electronic means?
- By what process will the committee create its list of finalists to invite to campus?
- How will the committee organize the campus visits?
- By what process will the committee make its final assessments and recommendations to the unit?
- How will the committee communicate with applicants and with the larger unit at each stage of the process?

Creating the Short List

- Select 8-12 candidates for the short list
 - use preliminary interviews as a way to take low-stakes risks on interesting candidates
- Before the preliminary interview, do you want more information?
 - additional writing sample
 - lesson plan
 - teaching or diversity statement

Preliminary Interviews

- Use a standard set questions for each interview, presented in the same order
- Ideally, include the same people in the room at each interview
- Less is more--20-minute interviews on Skype, followed by ten minutes of discussion



Interview Questions Exercise

Components of the Campus Interview

Unit's assessment needs

- Job talk
- Teaching demonstration
- Meeting with search committee
- Meeting with department chair
- Meeting with dean
- Meeting with colleagues

Candidate's assessment needs

- Tour of research facility or lab
- Meeting with faculty from other fields
- Meeting with community leaders
- Information on diversity-related efforts and impact on faculty work
- Information on UW benefits

Recruiting Candidates

Faculty Recruitment Initiative

- Supplemental resources for candidates whose work contributes to campus diversity

Greater Washington State Higher Education Recruitment Consortium (GWS HERC)

- Partner/Spouse career placement assistance

Allies/Colleagues outside your unit

- Invite to attend job talks and meet with particular candidates

Faculty Retention

National Center for Faculty Development and Diversity (NCFDD)

- UW institutional membership
- Faculty Success Program cost-sharing

Climate Survey

- Conduct a unit-level climate survey
- Example in the Toolkit

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