BEST PRACTICES
FOR FACULTY SEARCH COMMITTEES

RECRUITING FOR

EXCELLENCE

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ESSENTIAL ELEMENTS OF A SUCCESSFUL SEARCH

I. RUN AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEE

II. ACTIVELY RECRUIT AN EXCELLENT AND DIVERSE POOL OF CANDIDATES

III. RAISE AWARENESS OF UNCONSCIOUS ASSUMPTIONS AND THEIR INFLUENCE ON EVALUATION OF CANDIDATES

IV. ENSURE A FAIR AND THOROUGH REVIEW OF CANDIDATES

V. DEVELOP AND IMPLEMENT AN EFFECTIVE INTERVIEW PROCESS

IMPORTANT NOTES:

This guidebook is intended to supplement, not to replace, any University of Oklahoma (OU) search procedures. All search committee chairs should be thoroughly familiar with the OU policies and procedures. This guidebook provides advice from experienced and successful search committee chairs and from research and advice literature on academic search strategies. It is expected that you will modify, adjust, and/or adapt these recommendations in
accordance with such factors as the size of your search committee and pool of candidates, the breadth of areas encompassed in the position description, and the standards of your discipline.

I. RUN AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEE

PREPARATION: BEFORE YOU MEET WITH YOUR SEARCH COMMITTEE

1. Build a diverse search committee
Including women and minority members on your search committee can offer diverse perspectives and new ideas that may enhance your efforts to recruit and evaluate candidates. Some search committee chairs also recommend inviting graduate student representatives, delegates from the academic staff, and members from external but related departments to join your search committee. Some evidence suggests that adding a graduate student to the committee is a key factor in increasing the probability of hiring a woman or underrepresented minority.

2. Hold your first meeting well before your application deadline
Holding your first meeting well before your application deadline will allow your search committee to develop and implement an effective recruitment plan and will provide the time needed to discuss and establish criteria for evaluating applicants.

TIPS AND GUIDELINES: RUNNING AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEE

Building rapport among committee members

1. Gain the support of your committee members
Active involvement of every member of the committee can help you reach a broad base of potential candidates. To generate active participation, set the tone in the first meeting. In productive search committees, the committee members feel that their work is important, that each of them has an essential role in the process, and that their involvement in the search process will make a difference. **Some tips include:**

• Begin with brief introductions to get your committee members talking and comfortable with each other. The assumption that members already know one another may not be correct particularly if the search committee includes a student representative or members from outside the department.
• Be enthusiastic about the position, potential candidate pool, and composition of the search committee.
• Remind committee members that in this age of tight budgets each position is precious and that it is up to them to ensure that the best candidate is in the pool.
• Explain that the search process is far more idiosyncratic and creative than the screening process and stress that committee members can put their individual stamp on the process by shaping the pool.

2. Actively involve all committee members in discussions and search procedures
A broad pool is generated by a broad group of people. You will need assistance from every member of the committee, and the more work the committee does, the less you have to do. Try to make sure that each member of the committee feels involved, valued, and motivated to play a significant role in the search. **Some tips include:**

• Look at each member of the committee while you are speaking.
• Provide and use NAME TAGS until you are confident that *all* committee members know each other.
• Include in your first meeting at least one exercise in which you ask for a contribution from each committee member—this might be a discussion of the essential characteristics of a successful candidate or a brainstorming session about people to contact to help identify candidates.
• Try to note body language or speech habits that indicate someone is trying unsuccessfully to speak and then give them an opening.
• Be especially sensitive to interpersonal dynamics that prevent members from being full participants in the process. Many of us may assume, for example, that senior faculty are more likely than junior faculty to have connections or ideas about people to contact for nominations, or that students will be less critical in their evaluations. Sometimes these assumptions are correct, but we have all had our assumptions challenged by the junior colleague who nominates a great candidate or the student who designs an insightful interview question.
• Before leaving a topic, be sure to ask if there are any more comments, or specifically ask members of the committee who have not spoken if they agree with the conclusions or have anything to add. Be sure to do this in a way that implies you are asking because the committee values their opinion; try not to embarrass them or suggest that they need your help in being heard.
• If you notice that a member of the committee does not speak at all, you might talk with them after the meeting and mention that you are grateful that they are donating their time. Ask if they feel comfortable in the meeting and if there is anything you can do to facilitate their participation. This may be particularly important if your committee has a student member who is intimidated by having to speak in a room full of faculty.

3. Run efficient meetings
The first meeting can be a lot like the first class of a semester or the first day of rounds—it shapes the attitudes of the committee members about the process and their role in it. The goal is to make the committee members feel that what they are doing is important so that they will make time for the meetings and for work outside the meetings. It is essential that the committee members feel that attending committee meetings is a good use of their time and that their presence will make a difference. **Some tips to achieve this include:**

• Present an agenda with time allotted to each topic and generally try to stick to the plan.
• Begin by reviewing the agenda and obtain agreement on agenda items. If one committee member is digressing or dominating a discussion, gently and politely try to redirect the discussion by referring back to the agenda (e.g., "If we are going to get to all of our agenda items today, we probably need to move to the next topic now").
• If you deviate from your agenda or run over time, acknowledge it and give a reason (e.g., "I know we spent more time on this topic than we had planned, but I thought the discussion was important and didn't want to cut it off") so that your committee members feel that their time was well spent, that the meeting was not a random process, and that they can anticipate useful and well-run meetings in the future.

• Try to end your meetings on time so that all committee members are present for the entire discussion.

Tasks to accomplish in your initial meetings

1. Discuss and develop goals for the search and use the agreed upon goals to develop recruitment strategies and criteria for evaluation of candidates.

2. Discuss and establish ground rules for the committee. These should cover such items as:
• **Attendance**
It is a good idea to require all search members to attend all search committee meetings and activities. The work of a search committee is cumulative and it can be very frustrating if a member who has missed one or more meetings raises issues and/or questions that have already been discussed at previous meetings. More importantly, evaluation of candidates can be hampered when one or more committee members have missed discussion of all candidates' qualifications. In order to help search members attend all committee meetings, it is important to schedule meetings well in advance. If you can, establish a schedule of meetings at the outset.
• **Decision-making**
How will your committee make decisions? By consensus? By voting? It is important to determine this at the outset.
• **Confidentiality**
It is important to keep personnel information confidential. Keep the process as focused and self-contained as possible, specifics of the search should not be discussed with anyone outside the search committee until finalists are announced. This policy respects and protects the privacy of candidates and protects the committee or hiring group. Those making the selection must be free to discuss the candidates during committee meetings without fearing that their comments will be shared outside the deliberations. The names of candidates who have requested confidentiality should not be brought up even in casual conversations. This information should be held confidential in perpetuity, not just until the search is over.

Excerpt from the OU Faculty Handbook: Section 5: General Policies
Section 5.34.3 (Confidentiality)
The following personnel records shall be deemed confidential and may be withheld from public access:
(A) Those that relate to internal personnel investigations including, without limitation, examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation; or,
(B) Those where disclosure would constitute a clearly unwarranted invasion of personal privacy such as, but not limited to, employee evaluations, medical documentation, payroll deductions, and employment applications submitted by persons not hired by the University; or
(C) Those that are specifically required by law or University policy to be kept confidential.
• **Other common ground rules** you may wish to establish include turning off cell phones, routing pagers to an assistant, being on time, treating other committee members with respect even if there is a disagreement, etc. Whatever ground rules you establish should represent a consensus and should be accepted by the entire committee. They may need to be reviewed and updated periodically.

3. Discuss roles and expectations of the search committee members
Make sure your committee members know what is expected of them in terms of attending meetings, building the candidate pool, evaluating candidates, etc. **Make sure your committee members know that participation in this search will require considerable time and effort.** Some of the roles/expectations for search committee members include helping to:
• publicize the search
• recruit candidates
• develop evaluation criteria
• evaluate candidates
• develop interview questions
• interview candidates
• host candidates who interview on campus
• assure that the search process is fair and equitable
• maintain confidentiality

4. Raise and discuss issues of diversity
Use the material in Sections II and III to guide your discussion.

5. Review University policies and procedures for search committees
http://www.ou.edu/provost/pronew/content/recruit-memo.pdf

Anticipating problems

Despite your best efforts to gain the support of your search committee and to actively involve them in the search process, your meetings and efforts may not proceed as smoothly and effectively as you would like. It may help to anticipate problems and think about how to resolve them. You can seek advice from your department chair or from past search committee chairs. Some common problems that former search committee chairs have identified are listed below, along with resources that may help you overcome them:

1. Resistance to efforts to enhance diversity
• 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 your search committee 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?"
• Rely on your discussion of diversity in this workshop and on the materials in Sections II and III to help you facilitate a discussion of diversity within your search committee and/or to respond to resistance.
• Consider inviting someone with expertise on research documenting the value of diversity to your committee meetings (e.g., a representative of your college's Equity and Diversity Committee or a staff member of the Office of Equal Opportunity or the Academic Personnel Office or OU ADVANCE).

2. One member dominates the meetings
• Review and/or refer to the ground rules you established for your search committee meetings.
• Address the behavior not the person: to avoid personalizing the situation, separate the person

from the behavior they exhibit.
• Find ways to rechannel energies of participants who tend to dominate the discussion. For example, you may want to assign a role such as recorder or observer, that promotes teamwork and skill building. It may even be fun to pass around an object to identify who "has the floor".

3. Power dynamics of the group prevent some members from fully participating
Although a search committee composed of a diverse group of individuals is recommended and helps you to incorporate diverse views and perspectives into your search, you should also recognize that differences in the status and power of the members of your search committee may influence their participation. Junior faculty members, for example, may be reluctant to disagree with senior faculty members who may later evaluate them for tenure promotion. Minority and/or women search committee members may not be comfortable if they are the only member of the search committee to advocate for minority and/or female candidates. Though minority and/or women search committee members can help you recruit a more diverse pool, it is not reasonable to expect them to be the only advocates for diversity. As search committee chair you should evaluate your committee's interactions to assess whether such power imbalances are influencing your search. If so, you can attempt to improve the group dynamics by:
• having private conversations with relevant members of the search committee
• reviewing/establishing ground rules that encourage participation from all members

Concluding your meetings

1. Assign specific tasks to committee members
For example, each committee member could be asked:
• to identify or contact a specified number of sources who can refer you to potential candidates
• to suggest a certain number of venues for posting job announcements
• to review a specified number of applications

2. Remind committee members of their assigned tasks
Before your next meeting, send committee members a written or emailed reminder of their assigned tasks so that they know they are expected to follow through and to report on their activities at the next meeting.

3. Hold committee members accountable
Ask each committee member to report on his or her search activities at every committee meeting.

II. ACTIVELY RECRUIT AN EXCELLENT AND DIVERSE POOL OF CANDIDATES

DISCUSSING DIVERSITY

Statement on diversity in searches

Diversity is an issue that inevitably surfaces in every search. The diversity of the university's faculty and staff influences its strength and intellectual personality. At the campus level as well as at the departmental level, we need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitutes a dynamic intellectual community. Diversity of experience, age, physical ability, religion, ethnicity, and gender contributes to the richness of the environment for teaching and research and provides students and the public with a university that reflects the society it serves.[1]

In order to build a diverse pool of candidates, it is necessary to consciously strive to do so as it may not happen by simply advertising an open position. The time to discuss diversity is at the beginning of the search. **It is too late to address the issue when and if you are asked, "Why are there no women or minorities on your finalist list?"** Frequently, search committees answer such questions by claiming that "there weren't any women or minority applicants," or "there weren't any good ones."[2] One goal of your search should be to ensure that there are outstanding women and minorities in your pool of candidates. Think broadly and creatively about recruiting candidates. The typical route of placing an ad and waiting for applications is no longer sufficient. In this competitive hiring market, some of the best candidates may not see your ad or may not see themselves in your advertised position without some encouragement.

Finally, it is important to emphasize that every person hired at OU should know that they were hired because they were the best person for the job.[3] By generating larger and more diverse pools of applicants for every position, the best candidate for the position will be a woman, minority, or disabled person more often than in the past.

Notes
1. A valuable literature review and an extensive annotated bibliography of research on the impact of diversity on college campuses can be found in Daryl G. Smith, et al., *Diversity Works: The Emerging Picture of How Students Benefit* (Washington, D.C.: Association of American Colleges and Universities, 1997). See also Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology (CAWMSET), *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology* (Arlington, VA: National Science Foundation, September 2000), 1, 9–13; and Caroline Sotello Viernes Turner, *Diversifying the Faculty: A Guidebook for Search Committees* (Washington, D.C.: Association of American Colleges and Universities, 2002), 1–2.
2. Daryl G. Smith, et al., *Achieving Faculty Diversity: Debunking the Myths* (Washington, D.C.: Association of American Colleges and Universities, 1996).
3. For a discussion of the potential negative consequences of "affirmative action" and how these can be eliminated by focusing on the centrality of merit in the decision-making process see: Madeline E. Heilman, Michael C. Simon, and David R. Repper, "Intentionally favored, unintentionally harmed? The impact of sex-based preferential selection on self-perceptions and self-evaluations," *Journal of Applied Psychology* 72 (1987): 62–68 and Madeline E. Heilman, "Type of affirmative action policy: A determinant of reactions to sex-based preferential selection?" *Journal of Applied Psychology* 83 (1998): 190–205. See also Virginia Brown and Florence L. Geis, "Turning lead into gold: Leadership by men and women and the alchemy of social consensus," *Journal of Personality and Social Psychology* 46 (1984): 811–824.

Common views on diversity in hiring—and some responses

Previous search committee chairs have sometimes heard the following, or similar, statements from their search committee members and other faculty in their departments. These views may be raised during your discussions of diversity. Some suggestions for responding to such statements are provided.

"I am fully in favor of diversity, but I don't want to sacrifice quality for diversity."
No one wants to or recommends sacrificing quality for diversity; indeed, no qualified minority/female candidate wants to be considered on the basis of diversity alone. The search committee should be responsible not only for finding and including highly qualified minority and female candidates, **but also for ensuring** that the candidates and the department/university in general know that they were selected on the basis of merit.

"We have to focus on hiring the 'best.'"
True. But what is the best? If we do not actively recruit a diverse pool of candidates, how will we know we have attracted the best possible candidates to apply? What are the criteria for the "best?" What is "best" for the department? The university? The students? Diverse faculty members will bring new and different perspectives, interests, and research questions that can enhance knowledge, understanding, and academic excellence in any field. Diverse and excellent faculty members can help attract and retain students from underrepresented groups. Diverse faculty members can enhance the educational experience of all students—minority and majority. Interacting with diverse faculty offers all students valuable lessons about the increasingly diverse world in which we live, and lessons about society, cultural differences, value systems, etc.

"Campuses are so focused on diversifying their faculties that heterosexual white males have no chance," or "Recruiting women and minority faculty diminishes opportunities for white male faculty."
A study examining the experiences of scholars who have recently earned doctorates and won prestigious fellowships (Ford, Mellon, and Spencer) found no evidence of discrimination against white men. Indeed, white men who had some expertise related to diversity had a significant advantage in the job market.[4] Another study examining nationwide faculty hires in Sociology in 1991–92 also found no evidence of disadvantages for white men. Indeed, this study found that, despite some improvement, disadvantages still existed for "[white] women, minority men, and most especially minority women."[5]

"There are no women/minorities in our field, or no qualified women/minorities."
Though women and minorities may be scarce in some fields, it is rarely the case that there are none. The search committee, as part of its efforts to build its pool, must actively seek out qualified women and minority candidates.

Notes
4. Smith, *Achieving Faculty Diversity*, 4, 65–70.
5. Joya Misra, Ivy Kennelly, and Marina Karides, "Employment chances in the academic job market in sociology: Do race and gender matter?" *Sociological Perspectives* 42 (1999): 215–247.

"The scarcity of faculty of color in the sciences means that few are available, those who are available are in high demand, and we can't compete."
In a recent study of the recipients of prestigious Ford Fellowships, all of whom are minorities, the majority, 54%, were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years after finishing their degrees.[6] Only 11% of scholars of color were simultaneously recruited by several institutions, thus, the remaining 89% were not involved in "competitive bidding wars."[7]

"Minority candidates would not want to come to our campus."
The search committee should not make such decisions for the candidates, but should let the candidates decide if the campus and/or community is a good match for them. The search committee should show potential candidates how they might fit into our campus, provide them with resources for finding out more about our campus and community, and help them make connections to individuals and groups who may share their interests, race, ethnicity, etc. Your college's Equity and Diversity Committee or the Equity and Diversity Resource Center can help make these connections.

Notes
6. Smith, *Achieving Faculty Diversity*, 4, 95.
7. Turner, *Diversifying the Faculty*, 16.

TIPS AND GUIDELINES FOR BUILDING A DIVERSE POOL OF CANDIDATES

How to build a diverse pool of candidates

1. Develop a broad definition of the position and the desired scholarship, experience, and disciplinary background. Narrowly defined searches may tend to exclude women or minorities because of pipeline issues. Narrowly defined searches may limit your ability to consider candidates with a different profile who, nonetheless, qualify for your position. Be clear about what is really "required" and what is "preferred." If appropriate, use "preferred" instead of "required," "should" instead of "must," etc. when describing qualifications and developing criteria.

2. Consider including "experience working with/teaching diverse groups/diverse students" as one of your preferred criteria.

3. Make calls and send e-mails or letters to a wide range of contacts asking for potential candidates. Ask specifically if they have diverse candidates to recommend.

4. Make an effort to identify contacts who have diverse backgrounds or experiences. Such contacts may help you reach highly qualified minority/women candidates.

5. Make lists of professional meetings, professional societies, members of these societies, etc. and use them to recruit candidates.

6. Call potential candidates directly to encourage them to apply.

7. Remember to actively involve your search committee members and delegate specific tasks to them. For example, ask each member of your search committee to call ten colleagues and ask them to recommend potential candidates.

8. Above all, remember that at this point your goal is to EXPAND your pool of potential candidates. Sifting and winnowing will occur later in the process.

Dispense with assumptions that may limit your pool

Previous search committee chairs report that the following assumptions may hamper efforts to recruit a diverse and excellent pool of candidates. Some potential responses include:

"We shouldn't have to convince a person to be a candidate."
Some candidates may think their credentials don't fit, that they are too junior, or that they don't want to live in Norman. Talk to prospective candidates and ask them to let the committee evaluate their credentials. Remind them that without knowing who will be in the pool, you can't predict how any given candidate will compare and ask them to postpone making judgments themselves until a later time in the process. Once they are in the pool, either side can always decide that the fit isn't a good one, but if candidates don't enter the pool, the committee loses the opportunity to consider them. Another argument to use with junior candidates is that the application process will provide valuable experience even if their application is unsuccessful in this search. Remind them that going through the process will make them more comfortable and knowledgeable when the job of their dreams comes along. Individual attention and persistence pay off—there are many examples from other searches of "reluctant" candidates who needed to be coaxed into the pool and turned out to be stellar finalists.

"Excellent candidates need the same credentials as the person leaving the position."
There are many examples of highly successful people who have taken nontraditional career routes. Some of the best faculty were recruited when they had less than the typical amount of postdoctoral experience, were employed at teaching colleges, had taken a break from their careers, or were working in the private sector or in government positions. At the national level, it is interesting to note that none of the five female deans of colleges of engineering in the U.S. were department chairs before becoming deans, and they are all highly successful deans. Think outside the box and recruit from unusual sources. You can always eliminate candidates from the pool later.

"People from Group X don't make good teachers/administrators/faculty members, etc."
We all make assumptions about people based on the university granting their degree, the part of the country or world they come from, and their ethnicity or gender. Encourage your committee members to recognize this and avoid making assumptions. Your pool will only be hurt by comments such as, "People from the North never adjust to Norman's weather," "We never recruit well from the coasts," or "There are no women [in a given field]."

RESOURCES FOR WRITING A JOB DESCRIPTION

"WRITING A POSITION VACANCY LISTING FOR A FACULTY OR NATIONALLY RECRUITED ACADEMIC STAFF SEARCH"
Prepared by Mariamne Whatley for the UW–Madison School of Education's Equity & Diversity Committee

The most important point to remember is that whatever is written on the position description/advertisement is binding!

1. Title: List all possible titles. If you list an Assistant Professor title and the top candidate is currently an Associate or Full Professor elsewhere, that person might have to be hired at an Assistant Professor level. The dean must have approved a search that would allow for hiring either at the junior or senior level; that information would have to be clearly stated in the ad.

2. Proposed salary: Consult with your dean before listing any salary level. Often, position descriptions do not include salary level.

3. Required qualifications: This is the heart of the position vacancy listing and needs to be considered carefully, especially when determining what is **required** and what is **preferred**.

A. Degree: Make sure you don't limit the pool artificially. If you write PhD, then an EdD is not acceptable. The phrase "earned doctorate" gives most flexibility if that is what you require. If other terminal degrees are possible (MFA, for example), be sure to include those options. You also should consider carefully what area that degree should be in, so as not to limit the pool.
B. Teaching or other school experience: Some positions, such as supervising student teachers, may require a minimum number of years of school teaching experience. If this is a requirement, state that. However, if it is not required, state "preferred." If the perfect candidate does not have the **required** experience, you won't be able to hire.
C. In order to give the message that your department values diversity, you might use a phrase such as, "Experience in multicultural education preferred" or "Experience working with diverse populations preferred."
D. You can include a statement such as "Evidence of potential for developing a significant research program in (field)." This may help prevent some of those totally inappropriate applications all search committees receive and will help in sorting through applications.

4. Responsibilities: It is not necessary to go into minute detail. However, don't leave any area out. An applicant should be aware, for example, that responsibilities include: teaching at the undergraduate and graduate level; advising students; service activities at local, state, and national level, as well as at the university; research and scholarly productivity of nationally recognized quality. Applicants need to know what they are applying for.

5. Application procedure:
A. Application package: Decide exactly what you want in an application package, such as C.V., transcripts of graduate work, abstract of dissertation, samples of scholarly writing. If you are only interested in writing samples from the short list applicants, then this should not be listed in the application package.

B. Letters of reference: State clearly whether you want three letters of reference sent directly to the search committee or whether they can be included in the package (not a great idea) or if you just want names of referees.

C. Deadline: Choose a deadline that gives enough time to do the necessary advertising but doesn't push you too close to the end of the hiring season. Faculty searches require a minimum of two to three months. State what you expect to receive by the deadline, such as complete application package; complete application package plus letters of reference; letter of application and C.V.

D. Time for review of the position announcement: Be sure you allow sufficient time for the ad to be reviewed at all levels. Keep in mind that some publications have long lead times for publishing notices of job openings.

6. Affirmative Action and Confidentiality statements: These statements are either automatically included in the position announcement or you must make sure they are. Check with the Office of Equal Opportunity.

ONLINE RESOURCES FOR BUILDING
A DIVERSE POOL OF CANDIDATES

Please note: Before adopting any advice supplied by off-campus organizations, we recommend that you consult with an appropriate campus resource/official (e.g. Office of Equal Opportunity) to check that your actions are consistent with OU policies and procedures.

1. The Minority and Women Doctoral Directory (http://www.mwdd.com/)
A "registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities." The entire directory is very expensive, but you can reduce costs by purchasing rosters for specific disciplines.

2. CIC Directory of Women in Science and Engineering
(http://www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering/)
The Committee on Institutional Cooperation (CIC) WISE Directory aims to assist colleges, universities, and other potential employers to recruit women in the sciences, engineering, and mathematics. "The WISE Directory is open to women Ph.D. candidates and recipients in the sciences, engineering or mathematics from a CIC university. Potential employers may search the directory by disciplinary field."

3. CIC Directory of Minority PhD, MFA, and MLS Candidates and Recipients
(http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates/)
The Committee on Institutional Cooperation (CIC) *Directory of Minority PhD, MFA and MLS Candidates and Recipients* is published online in an effort to increase the professional opportunities of minority graduate students and to aid colleges, universities, and other potential employers in the recruitment of highly educated underrepresented minorities. "The Minority Directory is open to American Indian, African American, Mexican American, Puerto Rican and other Latina/Latino students in any field. Asian American students in humanities and social sciences are also eligible. All applicants must be U.S. citizens who have completed their PhD, MLS, or MFA degrees within the next year at one of the CIC member universities."

4. The Association of American Colleges and Universities
(http://www.aacu.org/resources/diversity/)
The AAC&U provides national leadership on issues of diversity in higher education. This Web page lists research and resources relevant to campus diversity initiatives.

5. American Association of University Professors (www.aaup.org)
Diversity & Affirmative Action in Higher Education
(http://www.aaup.org/AAUP/issues/diversity/div-aa-resources.htm)
"This page lists documents describing the Association's policies and ongoing work on these issues" and provides links to other pertinent information, such as:

How to Diversify Faculty: The Current Legal Landscape
(http://www.aaup.org/AAUP/protect/legal/topics/howto-diversify.htm)
Sources on the Educational Benefits of Diversity
(http://www.aaup.org/AAUP/issues/diversity/edben.htm)

6. Association of American Medical Colleges (www.aamc.org)
Diversity Initiatives: Supporting Medical School Faculty and Administration
(www.aamc.org/diversity/initiatives.htm#faculty)
This Web page provides information on various diversity initiatives offered by the AAMC.

7. NSF, Science and Engineering Doctorate Awards: latest year (2003)
(http://www.nsf.gov/statistics/nsf05300/)
This annual report, based on results from the NSF's Survey of Earned Doctorates, provides data on the number and percentage of women and minority Ph.D. recipients in the 12-month period ending on June 30 of each year. Other NSF Reports which may be of similar value to search committees include:
Doctoral Scientists and Engineers: 2001 Profile Tables
(http://www.nsf.gov/statistics/nsf04312/)
Characteristics of Doctoral Scientists and Engineers in the United States: 2003
(http://www.nsf.gov/statistics/nsf06320/)

PLACES TO ADVERTISE POSITION OPENINGS

1. The Affirmative Action Register (http://www.aar-eeo.com/)
"The national EEO recruitment publication directed to females, minorities, veterans, and disabled persons as well as to all employment candidates."

2. The Chronicle of Higher Education (http://chronicle.com/jobs/)

3. Black Issues in Higher Education (www.blackissues.com/BIHEInfo.asp)
"Published every two weeks, *Black Issues In Higher Education* is America's preeminent news magazine for professionals in higher education. *Black Issues In Higher Education* is distributed to every college and university in the United States. Subscribers include university presidents, deans, professors, researchers, student services directors, admissions counselors as well as students, librarians, human resources and affirmative action officers. *Black Issues* is especially well received on the campuses of the nation's community, junior and technical colleges. It also reaches many professional associations, corporations, military installations and other groups and individuals concerned with minority participation in higher education."

4. Hispanic Outlook in Higher Education (http://www.hispanicoutlook.com/)
"*The Hispanic Outlook in Higher Education* is published 26 times a year. It is the sole Hispanic journal on today's college campus that reaches a broad cultural audience of educators, administrators, students, student service and community-based organizations, plus corporations. Each edition brings forth the significance of communication in academic circles, the importance of positive learning experiences, the contributions of both Hispanic and non-Hispanic role models, and constructive observations on policies and procedures in academia. Working with an influential editorial board made up of accomplished academic professionals, *HO* presents progressive feature articles that provide constructive discussion of issues confronted by Hispanics on the college campus."

ORGANIZATIONS THAT MAINTAIN ONLINE POSTINGS OF JOB ANNOUNCEMENTS AND/OR SEARCHABLE DATABASES OF CANDIDATES

This listing concentrates on databases for women and minorities in science and engineering; fields in which women and minorities are especially underrepresented. Professional societies in other areas may also maintain similar databases or postings. We recommend contacting the professional societies in your field and/or any women/minority committees of these societies.

1. AWIS—American Women in Science
Magazine and online job listings. Also maintains a searchable registry of women scientists.
http://www.awis.org/careers/jobsearch.html

2. American Chemical Society (ACS)—Women Chemists Committee
http://membership.acs.org/W/WCC/
Posts listings of job openings through the ACS Career Services (http://www.chemistry.org/portal/a/c/s/1/acsdisplay.html?DOC=careers\index.html) and Cen-Chem Jobs, the classifieds and careers site of Chemical & Engineering News (http://pubs.acs.org/chemjobs/).

3. American Physical Society (APS)—Roster of Women and Minorities in Physics
The APS Committee on the Status of Women in Physics maintains a searchable Roster of Women and Minorities in Physics that contains the names and qualifications of over 3,100 women and 900 minority physicists. The Roster is widely used by prospective employers to identify women and minority physicists for job openings. For more information see:
http://www.aps.org/membership/units/handbook/upload/women_minorities.pdf

4. Society of Women Engineers
Maintains a résumé match/job match service. Subscribed employers can post job announcements, and job candidates can post résumés. For more information see http://www.swe.org and click on "Career Center."

5. Association of Women in Mathematics
"The AWM Web site receives over 10,000 visitors per month…and these visitors are primarily female mathematicians and statisticians, both students and practitioners." Open positions can be advertised on the Web site and links to job announcements can be posted.
http://www.awm-math.org/ads/guidelines.html

6. COACh—Committee on the Advancement of Women Chemists
http://coach.uoregon.edu/coachfiles/jobs.html

7. IEEE (Institute of Electrical and Electronics Engineers) Job Site
 http://careers.ieee.org/

8. Faculty For The Future http://www.engr.psu.edu/fff/
Administered by WEPAN (Women in Engineering Programs and Advocates Network). The Faculty For The Future Web site identifies itself as "the only Web site dedicated to linking a diverse pool of women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities across the country."

9. National Society of Black Engineers http://national.nsbe.org/

10. National Medical Association http://career.nmanet.org/index.cfm?
"The NMA promotes the collective interest of physicians and patients of African descent" and maintains a job registry that allows employers to post positions and search résumés.

11. Association of American Indian Physicians http://www.aaip.org/

III. RAISE AWARENESS OF UNCONSCIOUS ASSUMPTIONS AND THEIR INFLUENCE ON EVALUATION OFCANDIDATES

INFLUENCE OF UNCONSCIOUS ASSUMPTIONS AND BIASES

Although we all like to think that we are objective scholars who judge people based entirely on merit and on the quality of their work and the nature of their achievements, copious research shows that every one of us brings with us a lifetime of experience and cultural history that shapes our evaluations of others.

Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways (Dovidio 2001). A first step toward ensuring fairness in the search and screen process is to recognize that unconscious biases, attitudes, and other influences not related to the qualifications, contributions, behaviors, and personalities of candidates can influence our evaluations, **even if we are committed to egalitarian principles.**

The results from controlled research studies in which people were asked to make judgments about human subjects demonstrate the potentially prejudicial nature of our many implicit or unconscious assumptions. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions.

It is important to note that in most of these studies, **the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender**.

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation can also reduce the influence of assumptions.

Examples of common social assumptions/expectations

• When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat and Manis 1991).

• When shown photographs of men with similar athletic abilities, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis 1991).

• Students asked to choose counselors from among a group of applicants with marginal qualifications more often chose white candidates than African American candidates with identical qualifications (Dovidio and Gaertner 2000).

These studies show how generalizations that may or may not be valid can be applied to the evaluation of individuals (Bielby and Baron 1986). In the study on height, evaluators applied the statistically accurate generalization that men are usually taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If we can inaccurately apply generalizations to characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily

measured? What happens when, as in the studies of athletic ability and choice of counselor, the generalization is not valid? What happens when such generalizations unconsciously influence the ways we evaluate other people?

Examples of assumptions that can influence the evaluation of candidates

• When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis 1991).

• When asked to assess the contribution of skill and luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females performed the task equally well (Deaux and Emswiller 1974).

• Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they gave ample time and attention to their judgments, which rarely occurs in actual work settings. This study indicates that evaluators are more likely to rely upon underlying assumptions and biases when they cannot/do not give sufficient time and attention to their evaluations (Martell 1991).

• Evidence suggests that perceived incongruities between the female gender role and leadership roles create two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently impede women's rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female leaders than male leaders (Eagly and Karau 2002; Ridgeway 2001).

• A study of the nonverbal responses of white interviewers to African American and white interviewees showed that white interviewers maintained (1) higher levels of visual contact, reflecting greater attraction, intimacy, and respect when talking with whites, and (2) higher rates of blinking, indicating greater negative arousal and tension, when talking with African Americans (Dovidio et al. 1997).

Examples of assumptions or biases in academic contexts

Several research studies have shown that biases and assumptions can affect the evaluation and hiring of candidates for academic positions. These studies show that the assessment of résumés and postdoctoral applications, evaluation of journal articles, and the language and structure of letters of recommendation are significantly influenced by the sex of the person being evaluated.

• A study of over 300 recommendation letters for medical faculty hired at a large U.S. medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, seemed to provide "minimal assurance" rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. While such differences were readily apparent, it is important to note that all letters studied were for successful candidates only (Trix and Psenka 2002).

• In a national study, 238 academic psychologists (118 male, 120 female) evaluated a résumé randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service and were more likely to hire the male than the female applicant (Steinpreis et al. 1999). Another study showed that the preference for males was greater when women represented a small proportion of the pool of candidates, as is typical in many academic fields (Heilman 1980).

• A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden found that women candidates needed substantially more publications to achieve the same rating as men, unless they personally knew someone on the panel (Wenneras and Wold 1997).
• In a replication of a 1968 study, researchers manipulated the name of the author of an academic article, assigning a name that was male, female, or neutral (initials). The 360 college students who evaluated this article were influenced by the name of the author, evaluating the article more favorably when it was written by a male than when written by a female. Questions asked after the evaluation was complete showed that bias against women was stronger when evaluators believed that the author identified only by initials was female (Paludi and Bauer 1983).

These sorts of built-in assumptions can impede your efforts to recruit and review an excellent and diverse pool of candidates. It is best to talk to your committee about being conscious of assumptions and biases in order to build a broad pool from diverse sources and evaluate the candidates fairly.

It is also essential to remind your search committee that considerable time and attention are needed in order to evaluate candidates fairly and adequately. Underlying assumptions and biases are more likely to play a role in evaluation when the evaluator cannot or does not give sufficient time and attention to the task.

In addition, it is useful to note that many of our colleagues have followed nontraditional career paths and been exceedingly successful. If your committee rejects candidates who have not held a postdoctoral position, come from a less prestigious research institution, or are teaching at a small college, be sure that you apply the same criteria uniformly across the pool and are certain that you don't want to know more about the candidates before rejecting their applications.

Please share this research with your search committee—brochure provided in your folder.

POTENTIAL INFLUENCE OF UNCONSCIOUS ASSUMPTIONS AND BIASES ON YOUR SEARCH

• Women and minorities may be subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with a committee member.
• Candidates from institutions other than the major research universities that have trained most of our faculty may be undervalued. (*Qualified candidates from institutions such as historically black universities, four-year colleges, government, or the private sector might offer innovative, diverse, and valuable perspectives on research and teaching.*)
• The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference.
• The ability of women or minorities to run a research group, raise funds, and supervise students and staff may be underestimated.
• Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of merit, despite evidence of productivity.
• Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation.
• The professional experience candidates may have acquired through an alternative career path may be undervalued. (*As examples, latecomers to a field may be more determined and committed; industrial or other nonacademic experience may be more valuable for a particular position than postdoctoral experience.*)

• Other possible biases, assumptions, or unwritten criteria may influence your evaluation. (*Some examples include holding a degree from a prestigious research university, recognizing the names of the candidates, and/or recognizing the name of or knowing the references provided by the candidates. Such candidates are not necessarily the most qualified. Be sure that such factors don't serve to disadvantage highly qualified candidates, especially candidates from diverse backgrounds*.)

Please discuss the potential influence of unconscious assumptions and biases with your search committee.

OVERCOMING THE INFLUENCE OF UNCONSCIOUS BIASES AND ASSUMPTIONS

• Learn about research on biases and assumptions.

• Discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation of candidates.

• Develop criteria for evaluating candidates and apply them consistently to all applicants.

• Spend sufficient time evaluating each applicant.

• Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.

• Be able to defend every decision for rejecting or retaining a candidate.

• Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.

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IV. ENSURE A FAIR AND THOROUGH REVIEW OF CANDIDATES

DISCUSS AND DEVELOP CRITERIA FOR EVALUATION

Meet with your search committee to discuss and agree in advance on the criteria to be used in evaluating candidates. Note that:

• Relatively broad criteria not tied to specific experience or narrow specialty will generally lead to a more interesting "long short list" and leave room for "targets of opportunity."

• A candidate might bring interesting strengths or attributes to the department other than those originally sought. If such cases appear, it is advisable to reevaluate and possibly modify the review criteria.

• It is also advisable to periodically evaluate your criteria and their implementation. Are you consistently relying on the criteria developed for the position? Are you inadvertently relying on unwritten or unrecognized criteria? Are you inadvertently, but systematically, screening out women or underrepresented minorities?

CONDUCT THE REVIEW IN STAGES

Conduct the review in stages, with the first stage confined to the construction of a "long short list." This should retain **all potentially interesting candidates**, and not just those regarded initially as the top candidates.

STAGE 1: Creating the "long short list"

If you have a large pool of candidates, it may be difficult for all members of the search committee to thoroughly review all the candidates. In such a situation, consider assigning specific review responsibilities to members of the committee, consistent with the sizes of the committee and the pool of candidates. To generate the "long short list":

• Ask all the members of the committee to review, even if briefly, all applications as they come in to get a sense of the possibilities. *(Some search committee chairs recommend including a sign-in sheet in each candidate's file on which search committee members can indicate that they have briefly reviewed the file. Others also keep a checklist in each file to track receipt of required application materials. Some prefer to keep a master checklist for all candidates. See sample forms in this section.)*

• Divide the task of thoroughly evaluating the qualifications of each candidate amongst the search committee. Try to make sure that each candidate receives a thorough and in-depth review from at least two, and preferably more, members of the committee, and that each committee member is responsible for thoroughly evaluating the qualifications of a manageable group of candidates.

• Warn your committee about how much time reading and evaluating the candidates' files will take. Inexperienced or busy committee members may otherwise put off reading the files until it is too late to do a thorough evaluation. *(Some search committee chairs find it helpful to provide a form that committee members can use to keep track of their evaluations; others prefer to let committee members devise their own methods for evaluating and comparing candidates. See sample forms in this section.)*

• Advise your reviewers to concentrate on selecting **all potentially strong candidates** in their review group regardless of their personal preferences. In cases of doubt, advise the reviewer to retain a candidate for review by the entire committee.
• At subsequent meetings decide how long the "long short list" should be and construct the "long short list" by having the reviewers present their conclusions.
• Evaluate your "long short list" before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions have influenced your ratings.
• The selection of the "short list" of candidates for interviews should be conducted at a later meeting, scheduled to allow committee members sufficient time to thoroughly review the strengths of the candidates on the longer list.

STAGE 2: Selecting a "short list" of candidates to interview

This is likely to be the most difficult part of the review process, since committee members will inevitably have different perspectives or preferences with respect to the open position. Search committee chairs should think of ways to handle the delicate issues that can arise. Many successful search committee chairs recommend the following:

1. To get the review off to a good start, with the entire committee willing to consider all candidates objectively:
• Review your objectives, criteria, and procedures.
• Emphasize that the committee represents the interests of the department as a whole and, in a broader context, the interests of the entire university.
• Remind the committee that the deans will expect the search committee chair to make a convincing case that the review was thorough and handled fairly. Some committee members may otherwise want to start with only their favorite candidates, and to argue against others without considering them objectively.
• Remind the committee that increasing the diversity of the faculty is an important criterion to consider in choosing among otherwise comparable candidates.

2. To make sure that diversity is considered seriously:
• Remind the committee of possible inadvertent biases or assumptions before starting. If necessary, review the brochure *Reviewing Applicants: Research on Bias and Assumptions*.
• Require uniform application of standards in retaining or dropping candidates on the original list.

3. To handle the mechanics of selecting the short list efficiently and systematically:
• Have **all members of the search committee** thoroughly review and evaluate the applications of those selected for the "long short list."
• Remind your committee members to devote sufficient time to the evaluation of each applicant.
• Consider evaluating applicants on several different rating scales—one for teaching ability, one for research potential, one for mentoring potential, etc. Discuss the relative importance of different criteria.
• Schedule subsequent meetings to allow search committee members sufficient time to conduct thorough evaluations.
• After search committee members present initial evaluations, review the ratings a second time. Opinions expressed early in the process can change after many candidates are considered and comparisons become clear.

• Consider including the top candidates from various separate rating scales in your "short list."
• Decide on the "short list" and possible alternates only after the entire committee has had a chance to review the longer list in depth.
• Do not allow individuals to dominate the process or to push for dropping or retaining candidates without defending their reasons.
• Ask quieter members of the committee for their opinions.
• Be sure that standards are being applied uniformly. **Be able to defend every decision for rejecting or retaining a candidate.**
• Do not allow personal preferences or narrow views of the review to dominate the process.
• Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
• Evaluate your short list before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions may be influencing your ratings.
• Keep sufficiently detailed notes so that the reasons for decisions will still be clear later.

SAMPLE FORMS TO HELP KEEP TRACK OF AND COMMUNICATE WITH APPLICANTS

Please note that the forms on the following pages are intended only as samples.
You may choose to use, modify, or ignore these forms according to your needs or preferences.

These forms were adapted from the following sources:

Pribbenow, Dean. 2002. *Improving the interview and selection process.* Madison, WI: Office of Quality Improvement, UW–Madison.

Bensimon, Estela Mara, Kelly Ward, and Karla Sanders. 2000. *The Department Chair's Role in Developing New Faculty into Teachers and Scholars.* Bolton, MA: Ankar Publishing Co.

SAMPLE FORM

Checklist for application materials for individual applicants

Some search committee chairs recommend including a form such as this one in a folder created for each applicant. Most search chairs recommend that a single form to track the application materials for all candidates supplement or replace this form for individual applicants.
Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant name_____

Evaluator/s _____

The applicant has submitted the following materials by the due date:

Cover letter addressing qualifications   _____

Curriculum vita/résumé   _____

Three letters of reference   _____

University transcripts   _____

Other   _____

SAMPLE FORM

Checklist for ALL applicants

Most search committee chairs recommend using a single form to track the application materials for all candidates.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant Name	Cover Letter Addressing Qualifications	Curriculum Vitae or Résumé	3 Letters of Reference			University Transcripts

SAMPLE FORM

Checklist for communicating with applicants

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant Name	Date Application Received	Date Letter of Receipt Sent	Decision on Status			Date Letter of Status Sent	Interview Scheduled	Final Decision		Date Letter of Final Decision Sent
			Not Qualified	Qualified but not Selected as Finalist	Selected as Finalist			Hire	Don't Hire	

SAMPLE FORM

Sign-in sheet for evaluation of applicants

Search committee chairs who use this type of form recommend keeping one in each applicant's folder.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant's name _____

Search Committee Member's Name	Brief Evaluation: Signature and Date	Complete Evaluation: Signature and Date

At least two search committee members should perform a thorough and complete evaluation of each candidate.

SAMPLE FORM

Sign-in sheet for evaluation of candidates on the long short list

Search committee chairs who use such a form recommend keeping it in each applicant's folder.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Search Committee Member's Name	Complete Evaluation: Signature and Date

All search committee members should perform a thorough evaluation of every candidate on the "long short list."

SAMPLE FORM

For developing the "long short list"

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs

I = Inadequate A = Adequate   G = Good   E = Excellent

	I	A	G	E
Education: PhD in relevant area of study				
Postdoctoral experience				
Teaching experience				
Research experience				
Publication history				
Service				
Experience working with/teaching diverse groups including women and underrepresented minorities				
Recommendation letters				

Particular strengths this candidate offers:

Concerns this candidate presents:

SELECTION FROM THE UW–MADISON SEARCH HANDBOOK

SECTION 3.00 RESPONDING TO APPLICANTS

3.01 Responding to dossiers

A thank-you letter should be sent promptly to all applicants upon receipt of their materials. It may also contain information about the search committee's time frame, since candidates will undoubtedly be anxious to know when they will be hearing about possible interviews. Additional information, e.g., papers or publications or a statement on his or her philosophy of education, may also be requested at this time. In addition, applicants should be asked to complete the Affirmative Action Data Questionnaire.

3.02 Evaluating candidates

Although evaluation procedures vary, the search committee may want to either develop a rating form based on job-related criteria or keep the notes that the search committee generates. A rating form may consist of a series of job-related questions or issues that the committee believes are crucial to the position. Written comments reflecting the judgment of each member of the committee should be made for each candidate. Not only will this allow the search committee to determine which candidates are to be interviewed, it will also save time if it becomes necessary to return to the applicant pool at a later date. It should also be added that no nominee for a position is a candidate until he or she has made direct contact with the search committee by submission of documents.

Only *bona fide* candidates should be evaluated by the search committee. Most selection processes involve more than one screening. Generally the first screening determines if candidates meet the minimum criteria for the position. Subsequent screenings become increasingly qualitative and increasingly difficult.

In searches that involve a large number of candidates, not all members need to read all dossiers. It is advisable, however, for the chair of the committee to read all dossiers rejected in this screening. Polite letters of rejection should be sent at this point to candidates who do not meet the minimum qualifications for the position, rather than waiting until the entire search has been.

It is not difficult to get a committee to agree that it should hire the best candidate. Determining the criteria for establishing who is "the best" is more difficult. The search committee may wish to evaluate its selection criteria in terms of their validity as predictors of future success. For example, in a faculty search, to what degree does publication in research journals, for example, predict performance as a faculty member? Are there other predictors of future performance for women and minorities whose educational, social, and cultural background is significantly different from that of a white male?

The committee may wish to examine a candidate's entire career when applying its criteria. A woman who has earned her degree and entered the academic profession after taking time out to raise a family will undoubtedly have employment gaps and/or fewer publications than a male of the same age whose career has been uninterrupted. If one evaluates her publication record in terms of the time period over which it was produced, however, she may well be the stronger candidate.

While publications may be a significant indicator of future success for a faculty position, it is not the only indicator of the value of a candidate to a department. A search committee should carefully examine all of an individual's accomplishments, his or her potential for growth, the

diversity of perspective that he or she will bring, and any unique contribution the candidate would make to the unit. Non-traditional career patterns should not exclude or inhibit otherwise qualified candidates from being considered for administrative or other appropriate positions.

Search committees must also be on guard at all times against biases which may unconsciously intrude into their evaluation of a candidate. Degrees, for instance, from women's colleges or southern universities must not be automatically seen as inadequate; reference letters from individuals not known to search committee members should not be given less credence and importance than letters coming from cronies in the "old boys' network"; scholarship on feminist or minority issues should be evaluated on its academic merits and not devalued because some may believe that it is not "in the mainstream."

Likewise, it is vital to eliminate from the evaluation process any stereotyped ideas based on the candidate's race, color, religion, national origin, age, sexual orientation, disability, or gender (e.g., the notions, for instance, that women are more transient than men, or that individuals with disabilities are not interested in long-term careers). Applicants with disabilities must be evaluated in terms of the actual job requirements, with no thought given to accommodations. OU has a reasonable accommodation policy for staff and faculty employees. Any questions about disability issues involving applicants and employees should be directed to the Disability Resource Center (http://drc.ou.edu/). Whatever criteria are used, it is important that they be applied equally to all candidates.

Based on their evaluations, the committee either decides as a whole, or in consultation with the chair/supervisor which candidates will continue to be considered. References should be checked at this point to determine who will be interviewed. Another option is to proceed with the interviews first in order to narrow the pool of candidates and then do reference checks. A letter should be sent to the applicants who are still viable candidates but not being brought in for an interview at this time.

3.03 References

Some candidates will ask their references to submit letters on their behalf; some will simply list the names and addresses of references willing to be contacted.

It is often advisable to state in the advertisement for the position that letters of reference should be sent directly to the chair of the search committee or that only a list of references and their contact information be submitted. The committee is not obligated to write to all the references submitted by the candidate; it may choose to contact only those whom it believes have the most pertinent information. When writing to a reference, it is advisable to send a copy of the position description along with whatever questions concerning the candidate's experience, qualifications, and accomplishments the search committee wishes the individual to address. The reference should be informed that the recommendation will be treated confidentially only if he/she requests confidentiality in the reference letter.

If the search committee wants additional information or if the timeline is brief, telephone recommendations may be obtained. This is a valuable means of obtaining information about a candidate, for members of the search committee are able to cover issues and explore areas that are of interest to them. Specific job-related questions should be developed for the telephone interview. Occasionally, references will prefer not to respond by telephone.

You may not ask questions of a reference which you are not permitted to ask of the candidate at an interview.

V. DEVELOP AND IMPLEMENT AN EFFECTIVE INTERVIEW PROCESS

KEY AIMS OF THE INTERVIEW

• Allow the hiring department to determine whether candidates possess the knowledge, skills, abilities, and other attributes to be successful at OU.

• Allow candidates to determine whether OU offers the opportunities, facilities, colleagues, and other attributes necessary for their successful employment.

Keep **both of these aims** in mind as you plan what to do **before**, **during**, and **after** the actual interviews to ensure an effective interview process and to enhance the quality of the overall hiring process.

BEFORE: PLANNING FOR AN EFFECTIVE INTERVIEW PROCESS

1. Together with your committee, articulate your interview goals.
Review and reflect on the desired qualifications of candidates; make sure that whatever interview design you develop will provide you with sufficient information to make your decisions.

2. Develop a set of core questions to be asked of each candidate.
Some search committee chairs prefer to rely on unstructured interviews rather than a prepared set of questions. This is acceptable so long as you develop some system of guaranteeing that someone asks every candidate the questions that will be key to your evaluation and comparison of the candidates. Such questions might include those relating to the following areas:
• Educational background
• Research experience
• Teaching experience
• Publication record
• Current and future research interests
• Current funding and potential sources of future funding
• Ideas for future publications
• Experience teaching and/or interacting with diverse populations
If, despite your efforts to ask each candidate all the questions you believe will be relevant to your evaluation, your committee finds itself evaluating one candidate on the basis of a response to an issue not raised with the remaining candidates, consider follow-up telephone conversations with the remaining candidates to solicit their responses and provide your committee with the ability to make comparisons.

3. Be sure all interviewers are aware of what questions are inappropriate.
See p. 38.

4. Consider who will interview the candidates.
Discuss how to raise interviewers' awareness of potential for bias and prejudice. Discuss how to make sure that interviewers will not ask inappropriate questions. Discuss how to obtain and evaluate interviewers' feedback.

5. Determine the interview structure and schedule.
Be sure to provide breaks for the candidate.
Be sure to permit sufficient time for the interviews. Build in some flexibility.

6. Personalize the visit for each candidate. Decide what events other than interviews the candidates will engage in (e.g., job talk, classroom presentation, tour of campus/city, meals, social events). Consider how you will learn about the candidates' needs/interests.

7. Provide opportunities for women and minority members of the department to meet all candidates—not just women and minority candidates. You may not always know that a candidate belongs to a minority group. Events at which candidates can meet other minority members can help them feel welcome.

8. Provide candidates with the opportunities to seek information about campus and resources from knowledgeable sources not directly involved in the search.
Ask someone from your college's Diversity Committee if it exists, or someone in the Office of Equal Opportunity or Academic Affairs, if they would consider meeting with each of your final candidates to provide them with information, referrals, or resources about diverse communities, university policies, childcare, etc. If the candidate has no diversity issues/needs, the person they meet with can serve as a neutral source of information about the department, college, community, etc. It is important that this individual be uninvolved in the evaluation process and that all matters discussed be kept strictly confidential.
Scheduling a meeting for **all** of your final candidates with someone qualified to discuss their diverse needs or refer them to relevant individuals and resources prevents candidates from having to address these needs with members of the search committee.

9. Provide candidates with a detailed schedule that identifies by name and affiliation each person who will interview them and a brief explanation of how this person relates to the search.

10. Develop an information packet to share with all candidates. This packet should include information about campus and the community and should provide candidates with references and resources they can use to meet their needs without having to inform search committee members of these needs. These references and resources can include information on any Equity and Diversity Committees at OU, references to information about Child Care and Family Resources, information about OU's Dual Career Couple policies, information about faculty mentoring programs.

DURING: GUIDELINES FOR INTERVIEWING

1. Follow the plan established before the interview process and allow enough time for the interviews.

2. Remind interviewers of what questions are inappropriate. Also remind them that the same questions that are inappropriate for formal interviews are also inappropriate at meals, social events, and other informal gatherings.

3. Consider distributing a list of "inappropriate questions" to all faculty members and interviewers shortly before candidates' visits.

4. Make candidates feel welcome and comfortable. It is critical to treat all candidates fairly and with respect. If you have reason to believe an interviewer may be hostile to hiring women and/or minorities, don't leave the candidate alone with this interviewer. If a candidate is confronted with racist or sexist remarks, take positive and assertive steps to defuse the situation.

5. Encourage all faculty members to attend candidates' talks/lectures. This is an important part of making candidates feel welcome and respected.

6. Remind interviewers and faculty members to treat each candidate as a potential colleague and stress that in addition to determining the candidates' qualifications for the position, you want every candidate to conclude their visit with a good impression of the OU and its faculty. Point out that candidates who are not treated with respect and dignity can do lasting damage to a department's reputation by informing others of how they were treated.

7. Allow sufficient time for follow-up questions, candidate questions, and breaks.

8. Remind interviewers to complete evaluations.

AFTER: EVALUATING THE INTERVIEWED CANDIDATES

1. Meet with your search committee as soon as possible after the completion of the interviews.

2. Follow the agreed-upon process for making hiring decisions—evaluate candidates for their strengths and weaknesses on specific attributes.

3. Review the materials for Element III—Raise awareness of unconscious assumptions and their influence on evaluation of candidates. Consider whether any such assumptions are influencing your evaluation of final candidates.

4. Check references following an agreed-upon format. If phone calls are made, draw up a common set of questions to ask in all telephone interviews.

5. Communicate with both successful and unsucccessful candidates in a timely manner.

6. Decide how to proceed if your top candidate turns you down.

APPROPRIATE AND INAPPROPRIATE INTERVIEW QUESTIONS

From the University of Wisconsin–Madison Search Handbook, Appendix J
www.ohr.wisc.edu/polproced/srchbk/appnd/approptable.html

SUBJECT	APPROPRIATE	INAPPROPRIATE
AGE	None.	Questions about age, requests for birth certificate.
ARREST RECORD	Questions about pending charges if related to job i.e., security or sensitive jobs.	Questions about pending charges for jobs other than those mentioned.
CITIZENSHIP	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen.
CONVICTIONS	May ask about record of convictions of felony or misdemeanor offenses if all applicants are asked.	Questions about convictions unless the information bears on job performance.
EDUCATION	Inquiries about degrees or equivalent experience.	Questions about education that are not related to job performance.
DISABILITY	May ask about applicant's ability to perform job-related functions with or without accommodations. (Consult disability policy.)	Whether applicant has a disability.
MARITAL/ FAMILY STATUS	Whether an applicant can meet work schedule or job requirements. Should be asked of both sexes.	Any inquiry about marital status, children, pregnancy, or child care plans.
NAME	May ask current legal name.	Questions about national origin, ancestry, or prior marital status.
NATIONAL ORIGIN	May ask all applicants if legally authorized to work in this specific position.	Whether applicant is legally eligible to work in the United States.
ORGANIZATIONS	Inquiries about professional organizations related to the position.	Inquiries about organizations indicating race, sex, religion, or national origin.
RACE OR COLOR	None.	Comments about complexion, color of skin, height or weight.
RELIGION	Describe the work schedule and ask whether applicant can work that schedule. Also suggest that accommodations to schedule are possible.	Inquiries on religious preferences, affiliations, or denominations.
WORK EXPERIENCE	Applicant's previous employment experience.	Inquiries of protected group members based on generalizations or stereotypes of that group.

NOTE: If applicant states s/he has a spouse looking for employment, you can then discuss how you might be able to help.

TIPS ON INTERVIEWING APPLICANTS WITH DISABILITIES**

From the University of Wisconsin–Madison Search Handbook, Appendix K
www.ohr.wisc.edu/polproced/srchbk/appnd/tipsonintervwg.html

In light of the Americans with Disabilities Act (ADA), even experienced managers are wondering what questions may and may not be asked when interviewing an applicant with a disability. In addition, managers and supervisors are often unsure of "disability etiquette" when interacting with employees with disabilities. These guidelines are provided to assist managers in the interviewing process as well as to enhance communication skills of managers and supervisors when interacting with employees with disabilities.

When interviewing an applicant with any disability

• Don't ask: "What happened to you?" or: "Do you have a disability?" or: "How will you get to work?"

• Don't ask questions phrased in terms of disability: "Do you have a medical condition that would preclude you from qualifying for this position?"

• Do ask job-related questions: "How would you perform this particular task?"

• Don't ask: "How often will you require leave for treatment of your condition?" However, you may state the organization's attendance requirements and ask if the applicant can meet them.

• Don't try to elicit the applicant's needs for accommodation. The interview should focus on whether the candidate is otherwise qualified for the job in question. Focus on the applicant's need for accommodation ONLY if there is an obvious disability, or if the applicant discloses a disability or need for accommodation.

• Always offer to shake hands. Do not avoid eye contact, but don't stare either.

• Treat the applicant as you would any other adult — don't be patronizing. If you don't usually address applicants by their first name, don't make an exception for applicants with disabilities.

• If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but don't assume it will necessarily be accepted. Don't automatically give assistance without asking first.

• Whenever possible, let the applicant visit the actual work station.

When Interviewing an Applicant Who Uses a Wheelchair

• Don't lean on the wheelchair.

• Don't be embarrassed to use such phrases as "Let's walk over to the plant."

• Be sure to speak/interact at eye level with the applicant if the conversation lasts more than a couple of minutes.

**Excerpt (in part) from:

MIN Report #7—July–August 1991, Governor's Committee for People With Disabilities.

1 W. Wilson Street, Room 558, P.O. Box 7852, Madison, WI 53707

LOGISTICS FOR INTERVIEWS
From the University of Wisconsin–Madison Office of Quality Improvement and Office of Human Resource Development

Consider these elements
1. Clarity as to whether candidate's expenses will be reimbursed and/or whether direct billing will be used.
2. Airline tickets?
3. Hotel reservations? (state rates)
4. Transportation between airport, hotel and campus?
5. Campus parking?
6. Individual and group meals and hospitality?
7. Who will greet the candidate?
8. How do we ensure that candidates don't run into each other?
9. Tour of the department, office, campus?
10. Refreshments for candidates and committees?
11. What printed information do we wish to furnish regarding the campus, city, state?
12. What do we need to tell the candidate about the interview activities, schedule, settings, types of presentations required?
13. Providing all members of the interview team(s) or search committee with pertinent information about the candidates, rating forms, and interview schedule.
14. Room reservations for interviews including AV equipment, flip charts, etc. needed for candidate presentations.
15. Consulting the Equity and Diversity Resource Center for advice regarding visits to campus by candidates with disabilities.

RECRUITING FOR EXCELLENCE & DIVERSITY
TOP TEN TIPS

1. Build rapport among committee members by setting a tone of collegiality, dedication, and open-mindedness.

2. Run efficient meetings and empower all committee members.

3. Make sure committee members know what is expected of them and establish ground rules for such items as attendance, decision-making, treatment of candidates, etc.

4. Assign tasks and hold committee members accountable.

5. Air views about diversity and other controversial issues.

6. Identify people and places that can refer you to potential candidates.

7. Search broadly and inclusively, save sifting and winnowing for later.

8. Recruit aggressively and make personal contact with potential candidates.

9. Discuss research on assumptions and biases and consciously strive to minimize their influence on your evaluation of candidates.

10. Ensure that every candidate interviewed on campus - whether hired or not - is respected and treated well during their visit.