BEYOND UNCONSCIOUS BIAS:
Strategies and Best Practices for the Faculty Search Process

HANDBOOK

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The Division of Diversity and Inclusion within the Office for Institutional Equity and Access provided leadership and counsel in creating this guide.

This guide combines best practices drawn from search materials created by Harvard University, Columbia University, Johns Hopkins University, Massachusetts Institute of Technology, North Carolina State University, Pennsylvania State University, Stanford University, The Ohio State University, Syracuse University, University of California (Berkeley and Irvine), University of Florida, University of Michigan, University of Minnesota, University of Virginia, University of Washington, University of Wisconsin–Madison, and Yale University.

INTRODUCTION

UT Southwestern Medical Center is committed to an educational and working environment that provides equal opportunity to all members of the University community. Recruiting outstanding faculty is essential for keeping the institution productive, creative, and competitive in its three core missions of education, research, and patient care.

Each faculty search provides a chance to attract the broadest talent pool in the identification of future colleagues. Each search also provides a strategic opportunity to reshape the faculty, offering the twin possibilities of enhancing strengths in fields for which we are already distinguished while striking out in new intellectual directions not currently well represented on campus. Recent research in economics, psychology, sociology, and organizational behavior helps us understand better how to do this work.

This guide offers concrete advice and practical strategies for search committee members as they engage in the faculty search process. It is written as a living document; in that spirit, we invite feedback on what works, what doesn't, and what should be added.

We outline Best Practices for Conducting Faculty Searches into three sections:

1. **Before the Search**
   - Accountability
   - Selecting Search Committee Members
   - Defining the Search Committees Charge
   - Crafting the Position Description
2. **During the Search**
   - Active Recruiting
   - Candidate Evaluation
   - Reviewing Candidate Shortlist
3. **After the Search**
   - Planning the Campus Visit
   - Designing an Effective Interview Protocol
   - Selecting Candidate and Making offer
   - Evaluating the Search
   - Developing an Initial Mentoring Plan for the New Faculty Member

This guide is intended to supplement existing department-specific faculty search guidelines and may be customized to suit the needs of individual departments.

Questions or Comments?

Please contact the Division of Diversity and Inclusion within the Office of Institutional Equity and Access at DiversityInclusion@utsouthwestern.edu.

CHECKLIST: BEST PRACTICES IN SEARCH AND HIRING FOR TENURE AND TENURE TRACK RECRUITMENTS

STEP 1:
BEFORE THE SEARCH

- ☐ Appoint a search committee member as an Equity Advocate to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives due consideration to all candidates.

- ☐ Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups.

- ☐ The Chair/Hiring Manager should visit with search committee members before the search begins to ensure that well-established departmental hiring procedures are in place and known by the committee. The Chair/Hiring Manger should also reiterate the selection criteria to be used during the search.

- ☐ Create a search plan, including broad outreach.

- ☐ Add language to job ad signaling a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

STEP 2:
DURING THE SEARCH

- ☐ Have search committee chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential male, female and underrepresented candidates and encourage them to apply to the position.

- ☐ Advertise broadly, including to interest groups with diverse faculty audiences.

- ☐ To ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions; this person should (preferably) not be the only female or underrepresented minority committee member.

- ☐ Discuss, prior to interviewing candidates, how criteria listed in job ad will be weighted and valued.

- ☐ Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search.

STEP 3:
AFTER THE SEARCH

- ☐ Connect final-round candidates with faculty who share similar background and interests. (Create a mentorship plan to be in place if the faculty member is hired).

- ☐ Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.

BEFORE THE SEARCH

ACCOUNTABILITY

Best Practices

- The Search Committee Chair/Hiring Manager should visit with the search committee members before the search begins to ensure that well-established departmental hiring procedures are in place and known by the committee. The Chair/Hiring Manger should also reiterate the selection criteria to be used during the search. The Chair's focus should be to ensure fairness and impartiality. If applicable, this may also include reviewing the progress of qualified underrepresented minorities (URMs) and women through the development of the long and short lists before allowing the search to conclude.

Before beginning a search, chairs and/or hiring managers should explicitly state the expectation that each search committee member be alert to implicit bias and the interventions known to counter its adverse impact.

Broad department-wide measures that facilitate better accountability during searches include:

- Department-wide and/or school-wide comprehensive strategic plans for diversity (broadly defined) that encompass goals relevant to faculty hiring, mentoring, and retention; resident/student admissions; and URM and women postdoc hiring and career outcomes.

- A willingness by all members of the faculty to engage in critical self-reflection in safe and non-threatening ways to discuss departmental climate, reported incidents, failed searches, and faculty departures.

SELECTING SEARCH COMMITTEE MEMBERS

Best Practice

- Create a diverse search committee of all backgrounds, including, where possible, men, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups.

Search committees play a critical role in shaping UT Southwestern's faculty—they are stewards of UT Southwestern's' future. The care that they take in selecting faculty ensures that instruction and scholarship are of the highest standards. By recruiting individuals with different perspectives and areas of expertise, search committees help build a rich community whose members continually challenge and learn from each other. UTSW's continued strength depends upon ensuring that our faculty represents the highest standards of excellence and reflects the diversity of our student body, the city in which we are located, and the world in which we are engaged.

To safeguard this excellence, it is the special responsibility of search committees to ascertain that, at all stages of the recruiting process, efforts are made to seek out the most qualified candidates from all backgrounds, and that the evaluation of these candidates is fair. Those individuals appointed to search committees should have good judgment and a strong commitment to diversity and equity. They should represent different backgrounds, career stages, and areas of expertise, and have a deep understanding of department priorities and UTSW's mission. Research shows that committees of individuals with diverse perspectives make better decisions.

Consider the following when composing a committee:

Include a variety of diverse voices and perspectives:

It is important to include as many perspectives as would be practical in the search process. For example, this may include men, women, non-minorities, underrepresented racial and ethnic minorities, and members of other underrepresented groups on the search committee wherever possible; as a diverse group is more likely to generate a strong applicant pool. When considering women and underrepresented faculty to serve on search committees, keep in mind that they may face a greater number of committee appointments than their colleagues. Try to limit this burden by prioritizing the contributions women and underrepresented faculty are asked to make and provide additional recognition if necessary. If there is a shortage of women and underrepresented faculty in a particular department or field, consider inviting women and underrepresented faculty from other disciplines and administrative units to serve on the search committee.

Be Attentive to the Power Dynamics of the Committee

The professional, mentoring, or personal relationships within the search committee will affect the power dynamics of the group. To help ensure that recommendations are a result of fair deliberations, and that all individuals have an equal opportunity to voice their thoughts, be mindful of how power dynamics may affect the group while assembling the committee. Imbalances of power among committee members can silence some members while allowing for others to control too much of the search process. Dealing with these dynamics and the behavior of colleagues are some of the search committee chair's primary responsibilities.

For example, without intending to, senior faculty may intimidate untenured faculty on the committee. Untenured faculty may feel uncomfortable disagreeing with their senior colleagues who later will be evaluating them. Periodically, the chair should ask untenured colleagues outside official committee meetings if they have such concerns. If so, the chair can serve as the "official source" of their alternative points of view during committee meetings.

Identify an Equity Advocate

Best Practices

- One best practice is to appoint an Equity Advocate on search committees. The Equity Advocate helps ensure that the search is consistent with best practices in faculty search and hiring and that it gives consideration to all candidates. The advocate does not need to be a colleague who comes from an underrepresented group or even from the same department (if feasible based on the position); in fact, some research suggest that the Equity Advocate can be a faculty member from a different department in order to avoid conflicts of interest and the interference of departmental politics in the dynamics of deliberations.

In order to ensure that the search is exhaustive and gives due consideration to all candidates, the search committee may appoint an equity advocate. Although all members should be trained on issues of diversity and inclusion and make certain that best practices in fair and open searches are followed, the equity advocate can help the committee stay focused on these efforts.

1. Encourage an open airing of ideas and opinions by all committee members on the topic of excellence and attracting the best candidates from all backgrounds. Learn

how to persuade colleagues to be open to new ideas.

2. Review the applicant pool and candidate shortlist to ensure adequate representation of most qualified candidates from all backgrounds.
3. Ensure that each candidate is asked about their demonstrated commitment to diversity, and experience working or providing patient care in diverse environments.

Consider asking a respected tenured faculty member to serve in this role, who may feel more comfortable with such advocacy than an untenured faculty member. This person should preferably not be the only person from an underrepresented group or the only woman on the search committee.

Set the Ground Rules

The chair should lead the committee in a discussion of ground rules, including:

- Consensus or Votes. The committee should decide how decisions will be made, either by consensus or by voting. If the latter, then the committee should also decide if absentee votes will be allowed, and if the votes will be open or confidential.

- Confidentiality. All search committee members must be sure that they can confidentially share their views with colleagues. Limit casual discussions with colleagues not on the committee about how the search is progressing.

- The New York Times rule. Don't write anything in an email that you wouldn't want attributed to you on the front page of a major newspaper. Email is great for distributing information but deliberations about candidates should be done in

person. Email is not a subtle medium and emails can be forwarded.

- Recordkeeping. The committee must keep complete records, including all job advertisements, postings, lists of nominators and nominees, candidate dossiers, rating sheets, long and short lists, and interview notes. The documentation must demonstrate that UTSW has made good faith outreach efforts towards women and minority candidates.

DEVELOPING A RECRUITMENT STRATEGY

Create a search plan, including broad outreach.

The search committee's responsibility is to identify a slate of top candidates for the position in question.

Interventions to Avoid Common Biases or Errors in Search Process

Numerous studies have demonstrated the role that bias plays in hindering the recruitment of faculty from underrepresented backgrounds. Acknowledging that we are all subject to bias is a critical step to mitigating its impact. Consider incorporating the following evidence-based interventions to minimize bias and ensure an equitable search:

Document the entire search process. Creating a record of search committee advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and correct as needed.

1. Educate committee members on hiring biases. Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly.
2. Establish evaluation criteria. Deciding in advance of reviewing applications which criteria will be used, and how they will be weighted, will help evaluators avoid common cognitive errors such as:
3. Spend sufficient time reviewing applications. Allow adequate time (15 or more minutes per candidate on the short list) for the committee to evaluate applications, to decrease the likelihood of arriving at biased judgments of applicants.
4. When possible (based on the qualified applicant pool), interview more than one woman and/or underrepresented candidate. Women and underrepresented candidates are more likely to be evaluated fairly when they are not the only candidate of their gender, race or ethnicity under consideration. This phenomenon may result from the gender and/or race of the applicant becoming less prominent in a more diverse pool of applicants.

CRAFTING THE POSITION DESCRIPTION

Best Practice

- Add language to job advertisements that signal a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

Define the Position Broadly

In order to attract a wide range of applicants, write the position description as broadly as possible. Avoid descriptions that include narrowly-defined qualifications, which limit a range of interests, backgrounds and experiences. Every narrow qualification that is specified will lead some potential applicants to select themselves *out* of the pool of possible applicants, stimulating a process of self-evaluation of fit that will lead to a pool that is less diverse. Thus, if women and job applicants from underrepresented groups conclude, "I am not what they are looking for" or "I am not qualified" when reviewing the required qualifications for a position, our applicant pools may be unnecessarily homogeneous.

Consider the following questions:

1. Can we expand the position description to attract a wider range of candidates? Can we advertise this position more broadly?

2. What will the rank of this position be? Because the pool of qualified applicants has become more diverse over time, hiring junior positions will allow access to a greater number of women and underrepresented candidates.

3. Does this position description appeal to individuals with experience mentoring and collaborating in a diverse environment?

4. Will the position description draw candidates who are creative, imaginative, and original?

5. Will the position description appeal to individuals who have shown an ability to draw on all strengths of teams that they have led?

Ensure your Online Presence and Diversity Goals are Aligned

As the search committee seeks to attract faculty members from underrepresented backgrounds, they need to consider how the institution and the department represent themselves on websites and in other descriptions and materials that job candidates might review. Does the department appear to be diverse in its current composition? Open to a range of perspectives? Eager to increase its breadth and inclusion of a range of interests and types of students and faculty? Do you advertise that UTSW has policies that support faculty members who have responsibilities related to the care of young or aging family members?

If the department's self-descriptions don't provide enough good information about those issues, department leaders and search committee members might consider sending applicants packets of information that will improve their understanding of the institution's commitments. Some institutions have identified women or minority faculty who are willing to meet with job applicants outside the hiring department, so they can provide them with information about the institutional and community climate and culture for their group.

Be Intentional with Language in Job Advertisements

Be mindful of the language used to describe the responsibilities of the position. By including certain phrases and language, UTSW can signal to candidates that it is a family-friendly institution where diversity is valued. Below are a few tips you can incorporate to be more intentional when incorporating inclusive language in job advertisements:

- Avoid Gendered Language. Cues of belonging -- or not belonging -- can also be conveyed by gendered language in job advertisements,

such as the use of *dominant*. In a test in a laboratory setting, where the same job can be described in different terms, the use of "masculine" words for an administrative assistant job (*boasts*, *demanding*, *strong*) attracted women (the only group tested) less than an advertisement with "feminine" or neutral words (*polite*, *sensitive*, *capable*). The lower attraction was not because women did not think they could handle the job -- the language was off-putting.

Recognize the impact of expressed institutional values.

Research has found that special hiring programs (including dual-career opportunities), family-friendly policies and job descriptions that mention institutional values that support diversity are more likely to yield diverse hires. Women and minorities are more likely than majority applicants to expect to be judged according to stereotypes, often leading them to assume that they may not fit or to anticipate discrimination absent such an explicit signal that the hiring institution will take their application seriously.

Below is a list of phrases (drawn from UC Berkeley guidelines) that can be included in the job description to communicate that UTSW actively seeks to build and support a diverse community of scholars:

1. Family-Friendly/Work-Life Balance Language
   - *"The department welcomes applications from individuals who may have had nontraditional career paths, or who may have taken time off for family reasons (e.g. children, caring for disabled or elderly family), or who have achieved excellence in careers outside of academia (e.g., in professional or industry service)."*
   - *"UTSW is responsive to the needs of dual career couples."*
   - *"UTSW is committed to supporting the work-life balance of its faculty."*

2. Inclusion, Diversity, and Equity Language
   - *"The school/department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education."*
   - *"The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity."*

3. Language Inviting Applicants to Include Diversity Statements
   - *"Candidates are encouraged to describe their previous activities mentoring new faculty or residents to help them feel included in the work environment."*
   - *"Applicants are encouraged to describe in their letter of intent how their scholarship contributes to building and supporting diverse communities.*

Example Inclusive Job Description in Action

Version 1

As an urban-serving institution whose commitment to diversity and community engagement is embodied within its mission and vision, IUPUI is a dynamic campus of nearly 30,000 students and more than 8,500 faculty and staff. As an anchor institution within the city of Indianapolis, IUPUI has been recognized for excellence in civic engagement and community partnerships.

The Department of _____ in the School of _____ is looking for scholars who will contribute to our commitment to engage the city, state, nation and beyond through teaching, research and service, in consideration of the rich diversity of our campus and city as we prepare our graduates to enter and lead in an increasingly complex world.

Version 2

IUPUI, the state's premier urban research institution, is a national leader in life sciences research, civic engagement, service learning, first-year experiences, and assessment of institutional effectiveness. IUPUI's nearly 30,000 students pursue Indiana University or Purdue University degrees across 17 distinct schools, ranging from Business and Liberal Arts to Engineering and Technology. Indianapolis, the state capital of Indiana, is the 14th largest city in the nation and is home to outstanding cultural institutions and several professional sports teams situated in a diverse regional economy.

IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity and inclusion. IUPUI has received the prestigious Higher Education Excellence in Diversity (HEED) Award from Insight Into Diversity for seven consecutive years. We seek greater diversity in our faculty and staff to broaden students' academic experience and to enrich our campus community. Candidates must be sensitive to the needs of and possess an interest in working in an academic community that is diverse with regard to gender, race, ethnicity, religion, nationality, sexual orientation or identity, disability status, and protected veteran status.

More resources can be found here:
https://www.utsa.edu/inclusiveexcellence/docs/job-description-examples.pdf
https://www.bates.edu/dof/files/2014/07/1_Writing-the-Job-Description_2014-Toolkit.pdf

DURING THE SEARCH

ACTIVE RECRUITING

Best Practices

- Have search committee chair and members consult with colleagues at institutions that have had success in recruiting faculty from underrepresented backgrounds.
- Advertise broadly, including to interest groups with diverse faculty audiences.

Identifying the top candidate for a position, and recruiting a diverse applicant pool, often requires personal outreach. It's not enough to place an advertisement for the position in a few places and only consider the applications in response to that advertisement. Exceptional candidates often do not respond to ads and must be contacted directly by the University.

DISPELLING MYTHS ABOUT DIVERSITY AND FACULTY RECRUITMENT

Many faculty, staff, and students hold beliefs about faculty recruitment, many of which are based on myths. In this next section, we want to help dispel these myths.

Myth #1: "Factoring in diversity considerations will distract from the goal of finding an exceptional candidate." A focus on diversity enhances the likelihood of finding an exceptional candidate. Diversifying the candidate pool by inviting women, underrepresented minorities, and other underrepresented groups to apply ensures that all promising applicants are considered. Guarding against bias in the evaluation process promotes a fair assessment of all candidates and leads to the selection of the top individual for the position.

Myth #2: "*Women and underrepresented minorities in academia are few and difficult to recruit and retain. Since these underrepresented scholars are in high demand, their recruitment requires a disproportionate share of resources.*" Though the number of women and underrepresented minorities may be low in many fields, their representation in academia is not reflective of their numbers in the pool of available candidates. The most common reasons that faculty relocate are dual career considerations, questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution. Like all other candidates, underrepresented scholars are drawn by factors such as location and a supportive and inclusive climate.

Active recruiting entails soliciting applications from potential candidates by making information about the available position widely known, both through advertising broadly and seeking out qualified individuals through professional networks. It involves finding sources of qualified candidates rather than assuming that all such candidates will find and apply to available positions, of their own volition. It is important to advertise and raise awareness of opportunities through channels that will reach women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. There are a variety of ways to do so:

1. Examine the Faculty Rosters of Peer Departments. How diverse is your department in comparison to your peers'? Are peer departments more diverse? If so, the committee should discuss why. This exercise is part soul searching but is also important

because departments with diverse faculty will, on average, have more diverse graduate student and postdoctoral populations from which to recruit.

2. <u>Develop and nurture a talent pipeline.</u> Encourage nominators to identify candidates who are "not quite ready." Many departments maintain a standing committee that cultivates a diverse slate of potential candidates over time beyond the specifics of any search. Once those candidates are ready for the job market, email and call nominees directly to invite them to apply. Personal outreach is the single most effective tool for building and diversifying the pool.

3. <u>Be intentional about diversity when attending professional conferences.</u> Faculty can connect with underrepresented candidates attending conferences who may be good candidates for an available position. At conferences, attend sessions given by younger, up-and-coming researchers whom you may not yet know. Committee members—especially the chair—should attend receptions hosted by special interest groups for women and minority scholars.

4. <u>Recruit at colleges and universities serving large numbers of an underrepresented population.</u> Alumni publications and colleges and universities that have a strong track record of serving underrepresented populations are good places to advertise the faculty position. When recruiting at these institutions, avoid making assumptions about candidates. Don't assume anyone is unavailable or unmovable. Circumstances change and with them people's responses. Let the candidate decide whether your department and UTSW align with their personal and professional preferences. Assuming that the field does not have qualified women or minorities, or that candidates from other cultures or those with family commitments would not apply may be completely wrong and can negatively impact your pool.

5. <u>Consider visiting professors/lecturers and temporary hires.</u> Women and underrepresented minorities who have held such positions in your department may be good candidates or may know of colleagues that they can recommend for the faculty opening. Recent studies from Columbia University have shown that candidates with a previous relationship to Columbia have a higher acceptance rate than those who are coming into contact with the University for the first time through the recruitment process.

6. <u>Leverage your Equity Advocate.</u> Consider asking the Equity Advocate to be responsible for ensuring that there is broad outreach designed specially to attract women and minority applicants. However, this should not deter from the entire committee keeping track of the applicant pool's development or other intentional outreach efforts.

7. <u>Consult with those who have been successful in diversifying their faculty.</u> Identify and consult with institutions (and individuals) that are especially successful at producing women and minority doctoral graduates or postdoctoral fellows in your field. The critical masses found at those institutions often help them continue to become more diverse (at the expense of other institutions). Information about universities that have a high graduation rate for women and underrepresented minorities is available at http://www.nsf.gov/statistics/srvydoctorates/. Departments at these universities are good sources of women and underrepresented minority candidates and contacting them will help enrich the pool of applicants.

8. <u>Consult with colleagues from diverse backgrounds</u>. Colleagues from diverse backgrounds are often well positioned to help you reach highly qualified women and minority candidates.

CANDIDATE EVALUATION

Best Practices

- To ensure that each candidate is asked about his/her/their demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions; this person should (preferably) not be the only woman or underrepresented minority committee member.
- Discuss, prior to interviewing candidates, how dimensions listed in the job ad will be weighted and valued.
- Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search.

Committees establish evaluation and decision-making processes in order to ensure equity. Before starting to read files, the committee must develop an agreed-upon review process (e.g., who will read which files) and a set of criteria according to which all applicants will be evaluated.

Committee members should consider adopting one or more of the following practices to address implicit bias:

Establishing Evaluation and Selection Criteria

When evaluating candidates, it is important to make sure that the process is fair and gives due consideration to each candidate. It may be necessary to correct for unconscious tendencies by instituting certain protocols around reviewing applications.

Establish evaluation criteria. The dimensions for judging applicants, as well as their relative importance, should be determined prior to reviewing applications. Choose criteria that can help predict the future success of the applicant.

As applicable, having broad yet clear criteria around the following qualifications may be helpful:

- Scholarly impact
- Research productivity
- Research funding
- Excellence in patient care/outcomes
- Ability to attract and mentor residents/students
- Ability to attract, work with, and teach people from diverse backgrounds
- Commitment to collaboration with colleagues
- Relationship to department priorities
- Ability to make a positive contribution to the department's climate
- Ability to be a conscientious department citizen

In each domain, consider both past accomplishment and future trajectory. Discuss how to weigh the various criteria. Stick to the established explicit criteria as much as possible to ensure an equitable review across candidates.
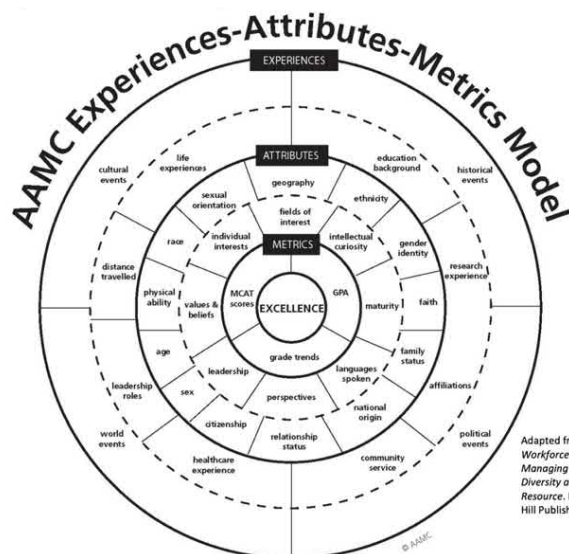
Holistic Review

Holistic review is a flexible, individualized way of assessing an applicant's capabilities by which balanced consideration is given to experiences, attributes, and academic metrics (E-A-M) and, when considered in combination, how the individual might contribute value as a medical student and future physician. In particular, holistic admissions

- provides a mechanism for aligning admissions with institutional mission and

- facilitates identifying a broadly diverse student body, which contributes to an enriched learning environment for all students and a better prepared physician workforce

An integrated holistic admissions process incorporates four core principles at each stage: screening, interview, and selection. These four core principles emphasize the importance of giving individualized consideration to every applicant and provide operational guidance to ensure that admissions processes and criteria are both mission- and evidence-based, promote diversity, and use a balance of Experiences, Attributes, and Academic Metrics (see the AAMC E-A-M Model below).

Adapted from Workforce America: Managing Employee Diversity as a Vital Resource. McGraw Hill Publishing, 1990.

Reviewing Applications with an Eye for Inclusion

Once evaluation criteria are established, consider the following when reviewing applications:
- Adhere to evaluation criteria. When assessing applications, it is important to adhere to these evaluation criteria. Using a standard evaluation form will help committees to rate criteria consistently across a pool of candidates.

- Rather than start each file by reading the curriculum vitae of the applicant, start by reading the research statement. Let the CV be the last piece to be read.

- Rely on evidence. When determining whether or not a candidate meets certain criteria, refer to materials in the candidate's application. Ensure that similar information is collected on all applicants. For example, if one candidate receives an unsolicited reference from a colleague, then the search committee should reach out to colleagues of other candidates to obtain references.

- Recognize that women and men are often characterized differently in letters of recommendation. Typically, in alignment with traditional gender roles in society, men and women are perceived to be differently competent. Men are often described in agentic terms (e.g., ambition, star-like, superlative performance), while women are often described in terms of their communal orientations (e.g., team player, excellent mentor, etc.). Control for these biases on the part of recommenders when making your evaluation of the applicant's work and potential.

- Avoid subjecting different candidates to different expectations. Women and underrepresented minorities may tend to be held to higher expectations regarding their number of publications and name recognition. An awareness of this potential bias will allow these candidates to receive proper consideration.

- Avoid elitism. Be careful of rating a candidate highly *solely* because of the reputation of their institution or advisor.

- Avoid premature ranking. Ensure that each application has been fully considered with respect to the different criteria that were agreed upon prior to expressing preferences for particular candidates.

- Be cognizant of "hiring for cultural fit" which can exclude promising candidates who might not look, think, or present themselves according to the norms and expectations with which we are familiar.

- Any use of Google to obtain information on candidates should be judicious and job related. For example, candidates' online presence might help assess how active they are in their disciplines. But searches should not be done to elicit information that could not be appropriately obtained directly from a candidate (See "Guide to Acceptable Interview Questions," in the Appendix). And remember that information found through online searches is not always accurate.

IN-PERSON INTERVIEW

IN-PERSON INTERVIEW

DESIGNING AN EFFECTIVE INTERVIEW PROTOCOL

- Learn about the applicants. Read their resumes. Look at their LinkedIn profile (if applicable).

- Develop interview guidelines that will yield sufficient information for the committee to reach consensus and a persuasive recommendation.

- Establish pre-determined behavioral interview questions to ask all applicants (see more information on this in the next section).

- Ask the candidates the same questions in the same order. This ensures that the responses follow the same flow of thought.
  - o Questions might relate to research experience, teaching experience, teaching interests, publication record, current and future research interests, current funding and potential future funding, ideas for future publications or collaborations, and experience working with diverse populations.

- Stick to professional—and not social—content in your interview discussions. Common personal preferences, hobbies, or activities that are discussed could influence the "likability" of a candidate who should be evaluated instead on professional accomplishments and interests, and not on personal or social ones.

- Set aside the time and eliminate distractions. Applicants are interviewing us, too.

- Remain diligent in consistently and fairly interviewing and documenting applicants.

- Feel free to supplement the core list of questions with additional queries customized to each candidate. Remember, you are not only evaluating candidates, you are recruiting them. Asking questions that demonstrate that committee members have read a candidate's work is essential for projecting respect.

Competency Based Interviewing

When interviewing candidates, committee members should consider implementing competency-based interviewing. Competency based interviewing establishes pre-determined behavioral interview questions to ask all applicants. The questions are based on the concept that describes behaviors and actions which illustrate competencies. It is imperative when developing these questions that the committee relate the competency to the questions.

Competency based interviewing provides immense benefit to the interview process because it:
- Clarifies the verifiable, measurable results expected from a position

- Allows evaluation of an interviewee's mindset and how he or she would act again in similar circumstances

- Allows the applicant to describe his/her/their competence in critical areas

- Encourages the applicant to tell a story of an experience and gives interviewers opportunity to ask follow-up questions

Here we discuss two types of competency based interviewing techniques, (a) behavioral and (b) situational.

Behavioral questions ask applicants to describe prior achievements and match those to what is

required in the current job. For example, an interviewer may ask:
"Can you tell me about a time when you faced a challenge during the research process?"

On the other hand, situational questions present applicants with a job-related hypothetical situation. For example, an interviewer may ask: "What would you do if you had conflict with a colleague? How would you navigate that process?"

Best Practice

To be most effective, interviewers should use a consistent set of questions for all applicants with criteria to assess quality of responses. In fact,

- Effective interviews use 70% competency-based questions, 20% open-ended questions, and 10% general yes or no.

- Effective interviews are 70% listening and 30% talking.

AFTER THE SEARCH

Best Practice

- Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.

In every department and school, the search committee does UTSW a great service when it reflects upon the search it just led. By documenting and sharing lessons learned, future searches can better employ practices that will recruit top faculty to UTSW. The following questions can help guide the committee's evaluation of the search. This list is not exhaustive; the committee should feel free to include any other questions it feels are pertinent to evaluating the search.

1. Did the committee use the checklist of best practices in faculty recruiting?

2. What parts of the search process worked well?

3. What parts didn't work well? How could they be improved?

4. Was the applicant pool diverse? Did it include women and underrepresented minorities?

    a. Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
    b. Could the department have recruited more actively?

5. Were any promising candidates discovered during this search? If so, it will be helpful to keep these individuals on file for future searches.

6. How did finalists perceive the recruitment process? Interviews with members of this shortlist can yield valuable feedback.

    a. Did candidates, especially those were women and/or underrepresented minority candidates, refuse an offer? If so, why? Consider interviewing these candidates and asking them their reasons for refusal.
    b. Are there ways that the department can become more attractive to women and underrepresented minorities? Once the search committee has considered these questions and documented its analysis, its report can be shared with the department chair, the dean, and the provost. These

reports can be used to update this handbook and inform future searches.

DEVELOPING AN INITIAL MENTORING PLAN FOR THE NEW FACULTY MEMBER

It's never too early to start thinking about mentoring. The committee discussions that led to the recommendation for appointment provide a wonderful in-depth review of the individual's strengths, potential, and areas for improvement.

- Brainstorm strategies that could help the candidate succeed at UTSW if the recommendation to appoint is approved and the candidate decides to come. Ask the committee who will volunteer to serve as a mentor. Who not on the committee should also be approached? Write a proposed mentoring plan into the search report.

- Customized mentoring strategies can provide UTSW with a leg up during recruitment. All prospective new faculty members want to know that UTSW is a place where they belong and can succeed. Proactively developing a mentoring plan sends a strong signal of your department's commitment.

- Identify a faculty member in the department who agrees to serve as a "buddy" for the new faculty member through the transition to work and life in the department and at UTSW at large. The faculty buddy will introduce the new faculty member to resources, offices, faculty, and administrators on campus who can assist with all aspects of the transition. The buddy will also check in periodically with the new faculty member to ensure that she/he/they is acclimating successfully over the course of the appointment

APPENDIX

TOOLS FOR THE DIVERSITY ADVOCATE ON THE SEARCH COMMITTEE

All members of a search committee are considered active advocates for the Institution's commitment to create a diverse and inclusive community. To ensure that the best practices for fair and open searches are followed, and that due consideration is given to all candidates, consider appointing a diversity advocate.

The diversity advocate is a full, voting member of the search committee who advances this commitment by promoting the most effective and inclusive search possible. It's preferable that this person is not the only underrepresented minority or the only woman on the search committee.

EXPECTATIONS FOR DIVERSITY ADVOCATES

Before the Search

- Ensure that the job ad includes language that signals interest in candidates who contribute to diversity. For example: "The search committee is particularly interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."
- Make sure the committee has a search plan and broad plan for advertising the position.

During the Search

- Ask fellow committee members to 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.
- Ask questions of the committee like, "Who could we reach out to?" and "Have we fully tapped our networks?"
- Make an effort to identify contacts that have diverse backgrounds or experiences.
  Such contacts may help you reach highly qualified candidates who are women, underrepresented minorities, or members of other underrepresented groups.
- Call potential candidates directly to encourage them to apply.
- Encourage use of standard evaluation tools through the selection process to increase consistency of evaluation, and ensure that each candidate is evaluated on all dimensions listed in the job ad.
- Ask each candidate about his or her demonstrated commitment to diversity, and experience working in diverse environments.

After the Search

- During the debrief, reflect on how well the search committee adhered to best practices.

Diversity advocates are not expected to:

- Control the outcome of the search.
- Be the search chair.
- "Go it alone." If they become concerned about the progress of the search, they should reach out to their department chair, vice dean, or dean for support.

APPENDIX

GUIDELINES FOR INTERVIEW QUESTIONS

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?
Pregnancy Status	None.	Are you pregnant? When are you due?
Race	None.	What is your race?
Religion	None.	What is your religion? What religious holidays do you observe?
Sex/Gender Identity	None.	Are you male or female?
Age	None.	How old are you? What is your birthdate?
Sexual Orientation	None.	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?

Source: Borrows from Advance, University of Michigan, Handbook for Faculty Searches and Hiring
http://sitemaker.umich.edu/advance/files/HandbookforFacultySearchesandHiring.pdf.

APPENDIX

MORE RESOURCES ON UNCONSCIOUS BIAS

Sources: https://diversity.ucsf.edu/resources/unconscious-bias-resources

Samples of resources on this page include:

1. A more comprehensive list of USCF's recent and classic implicit bias literatures.
2. E-Learning Seminar: What You Don't Know: The Science of Unconscious Bias and What to do About It in the Search and Recruitment Process. Association of American Medical Colleges (AAMC).
3. Exploring Unconscious Bias in Academic Medicine. Association of American Medical Colleges (AAMC).
4. Project Implicit. Link to the Implicit Association Test (IAT)
5. Proven Strategies for Addressing Unconscious Bias in the Workplace. Includes an overview of unconscious bias and includes case studies to explore the impact of unconscious bias in the workplace. Diversity Best Practices. Sponsored by Cook Ross.
6. State of the Science: Implicit Bias Review 2014. Kirwan Institute for the Study of Race and Ethnicity.
7. The New Science of Unconscious Bias: Workforce & Patient Care Implications. This program explores the scientific basis for this new understanding of human bias and the implications of unconscious bias theory for the health care system both in terms of workforce bias and in terms of threats to clinical objectivity.
8. The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care. Perception Institute.
9. Unconscious Bias. Cook Ross. Learn more about unconscious bias. Includes links to learn more about training and thought leadership in unconscious bias.
10. Unconscious Bias Training for the Health Professions. Association of American Medical Colleges (AAMC).
11. Women in Science. This special issue of Nature takes a hard look at the gender gap — from bench to boardroom — and at what is being done to close it.
12. The Neuroscience of Unconscious Bias. The American Bar Association Litigation Section.
13. Unconscious Bias in Academic Medicine. Proceedings of the 2017 AAMC Diversity and Inclusion Innovation Forum.