**HSC University of Louisville**

**Search Manual**

**Achieving Excellence: A Guide for Search**

**Committees at the University of Louisville**

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**INTRODUCTION**

“The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, socio-economic status, national origin, sexual orientation, disability, and religion-that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.”

***University of Louisville Diversity Vision Statement***

We believe that diversity in one’s perspectives, life experiences, varied intellectual approaches and cultural influences contributes to the intellectual richness of our university. We wish to create a community of engagement where everyone feels respected and valued ensuring that every individual thrives and able to capitalize on their scholarship and intellectual contributions.

The recruitment of a diverse workforce is critical to the University’s pursuit of excellence; therefore, it should be the duty of all members of the search committee to advance the university’s commitment to the principles of diversity and equal employment opportunity by pursuing and engaging exemplary scholars from diverse backgrounds to become part of the University of Louisville community.

**The goals of each search are**:

* To recruit the best person for the position
* To represent the University of Louisville to all candidates—successful and otherwise—as an attractive and welcoming community where he/she would thrive.

We expect each committee member to actively participate in the total process that is needed to have a successful search. Although many assume that participating on a search committee is intuitive, research has shown that education of search committee members can increase the success of the search. The structured educational process can help the members focus on information that is relevant for the designated job in question instead of frivolous distractions. Education on unconscious bias can reduce its influence resulting in a more diverse pool in which to choose and secure the best person for our school.

The materials that follow provide guidance 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.

**RUNNING AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEE**

**1. Before the Search Committee Meets**

**a. Build a diverse search committee**

A committee composed of diverse members can benefit from a variety of perspectives and new ideas each member provides. It is highly recommended to include women and members of underrepresented minority groups the on search committee. Some search committees also increase diversity by adding graduate students, members of the department’s research staff, faculty members from external but related departments, and/or professionals working in related industries. It should be stated that every member of the committee needs to be responsible for recruiting diverse and excellent applicants and conducting fair and equitable evaluations.

**b. Schedule your first meeting as soon as possible.**

Hold your first committee meeting well before your application deadline to allow for the development of the position description, implementation of an effective recruitment plan and time to adequately discuss and establish criteria for evaluating applicants.

**c. Know and adhere to institutional policies and procedures and federal and state laws that govern the search process.**

The following websites are available (as needed) for your review:

* [EEO/Affirmative Action Policy](http://louisville.edu/hr/policies/PER101.html)
* [Affirmative Action](http://louisville.edu/hr/affirmativeaction/aa/)
	+ [Vietnam Era Veterans](http://louisville.edu/hr/affirmativeaction/aa/veterans.html)
	+ [Persons with Disabilities](http://louisville.edu/hr/affirmativeaction/aa/disabilities.html)
	+ [Minorities and Women](http://louisville.edu/hr/affirmativeaction/aa/minoritiesandwomen.html)
	+ [Responsibilities for Implementation](http://louisville.edu/hr/affirmativeaction/aa/responsibilities.html)
	+ [2012 EEO/Affirmative Action Plan (PDF)](http://louisville.edu/hr/itemsofinterest/2012EEOC-AAPlan.pdf)
* [EEO-related Recruitment Process Enhancements](http://louisville.edu/hr/itemsofinterest/EEO-Related%20Recruitment%20Process%20Enhancements.pdf)
	+ [Request for Search Waiver (PDF)](http://louisville.edu/hr/itemsofinterest/searchwaiverdocument.pdf)
	+ [Labor Market Availability Percentage (PDF)](http://louisville.edu/hr/itemsofinterest/LaborMktAvail_JobGroup12.pdf)

**2. Building rapport with committee members**

**a. Gain the support of your committee members.**

Emphasize the importance of each committee member and the essential role of each in the process. It is important that each member feels valued, motivated and has a sense of involvement in the process.

* Begin with brief introductions to get committee members talking and comfortable with each other. Don’t make the assumption that everyone knows one another particularly if members are from diverse groups. Provide and use name tags until you are confident that all committee members know each other.
* Be enthusiastic about the position, potential applicant pool, and composition of the search committee.
* Be mindful that in this time of cost reductions, each position is valued and it is up to the search committee to ensure that the best candidates are in the pool.
* Stress that each committee member can put his or her stamp on the process by shaping the pool.
* Appreciate each committee member for the critical role he or she is playing by helping to select future faculty/administrative staff who will represent the department and the university for years to come.

**b. Actively involve all committee members in discussions and search procedures**

Active involvement of each committee member will help reach a broader base of applicants and conduct more thorough evaluations. Try implementing the following strategies:

* Look at each member while you are speaking
* In the first meeting, engage in at least one exercise in which every committee member participates. This may be brainstorming about people to contact, discussion of characteristics you would like in the successful candidate, etc.
* Note body language or speech habits of members to note if someone is trying unsuccessfully to speak and then give them an opening.
* Be especially sensitive to interprofessional dynamics that prevent members from being full participates in the process.
* 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, consider speaking with after the meeting. Let them know their work is appreciated and inquire if they feel comfortable in the meeting and if there is anything you can do to facilitate their participation.

**c. Conduct efficient meetings**

The first meeting shapes the attitudes of the committee members about the process and their role in it. Stress the importance of attendance at each meeting and the need to do additional work outside of meeting times in order to have a successful search. Strategies for an efficient meeting include the following:

* Present an agenda with time allotted to each topic and generally try to stick to the plan.
* Begin by reviewing the agenda and asking if anything is missing. The committee can then 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.
* If you deviate from your agenda or run over time, acknowledge it and give a reason 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.

**3. Tasks to accomplish in initial meeting**

**a. Discuss and develop goals for the search and use the agreed upon goals to develop recruitment strategies and criteria for evaluating applicants.**

**b. Discuss and establish ground rules for the committee**

* 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 possible, 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. Consensus may take longer to reach, but can lead to greater support for and comfort with decisions.
* Confidentiality and disclosure: Keep the discussions of the search committee focused and self-contained and avoid discussing specifics of the search outside the search committee until finalists are announced. This policy respects and protects the privacy of candidates and protects the committee or hiring group. While it is important to maintain confidentiality about search deliberations, it is equally important to share general information about the search with appropriate groups. The search committee should make reports that provide information about the stage of the search; recruitment strategies; the quality and general demographics of the applicant pool; the policies the search committee is relying on to conduct fair and equitable evaluations; the selection of finalists; and more.
* Other common ground rules: Rules may 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.
* Committee members need to be aware of what is expected of them in terms of attending meetings, building the candidate pool and evaluating candidates. 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

**c. Raise and discuss issues of diversity**

Use the material on pages 13-16 and 18-19 of this document to guide your discussion.

**d. Discuss what “excellence” means for the position you are seeking to fill**

Begin to discuss and build consensus about the qualities and qualifications needed for this position and about the relative weight of each criteria. In conducting this conversation, keep in mind the needs and desires not only of the individual members of the committee, but also the needs of the department as a whole and the institution. In addition on to traditional criteria such as degree attainment, field of research, publication record, and teaching experience, consider including evidence of successful experience mentoring, tutoring, or engaging with diverse populations and other criteria that matter to your department of institution. The Dean of the institution and/or the Chair of the department may provide guidance on the concept of excellence for a particular position. Rely on consensus to develop job descriptions, announcements, advertisements, formulation of interview questions and to structure your evaluation of candidates.

Resist the temptation to wait to develop evaluation criteria until after reviewing application materials. This may hamper the effectiveness of your recruiting activities and increase the possibility that individual search committee members will favor candidates for reasons not necessarily related to the needs of the department or the position (e.g., “I know the advisor,” “I graduated from the same program,” “I work in a closely related research area”) and will develop or give preferential weight to evaluation criteria that benefit favored candidates. Be prepared to counter the argument that “we all know quality when we see it.” All too often, nebulous definitions of quality or excellence prime us to recognize quality in those who look and act similar to the majority of members already in an organization that hinder us from seeing excellence in those who differ in some way from the majority.

**e. Anticipating problems**

Despite your best efforts to gain the support of your search committee and to actively involve them in the search process, meetings and search activities may not proceed as smoothly and effectively as anticipated. It may help to foresee problems and contemplate strategies for resolution. Consider seeking advice from your department chair or from past search committee chairs. Common problems that have identified are listed below, along with resources that may help you overcome them:

* 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 related to the recruitment and
	+ Consider inviting someone with expertise on research documenting the value of diversity to your committee meetings (e.g., a representative of the diversity committee from your unit).
	+ 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?”
	+ One member dominates the meetings
		- Review and/or refer to the ground rules you established for your search committee meetings.
		- Implement advice from the :Dominant Participates” section of the UW Madison Office of Quality Improvement and Hunan Resource Development’s web resource, How to Lead Effective Meeting: <https://www.ohrd.wisc.edu/AcademicLeadershipSupport/LeadMeetings/tabid/74/Default.aspx>
		- Power dynamics of the group prevent some members from fully participating

Although a search committee composed of a diverse group of individuals is recommended in order to incorporate diverse views and perspectives into the search process, it is important to recognize that differences in the status and power of the members of the search committee may influence the member’s participation. Junior faculty members, for example, may be reluctant to disagree with senior faculty members who may later evaluate them for tenure or 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. The search committee chair should evaluate the committee’s interactions to assess whether such power imbalances are influencing the search. If so, the chair can attempt to improve the group dynamics by:

* Review/establish ground rules that encourage participation from all members.
* Hold private conversations with relevant members of the search committee.
* Account for varying styles of participation by relying upon a range of forums in which committee members can communicate their thoughts.

**4. Concluding meetings**

**a. Assign specific tasks to committee members.**

**b. Remind committee members of their assigned tasks.**

**c. Hold committee members accountable.**

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**STRATEGIES FOR RECRUITING AN EXCELLENT AND DIVERSE POOL OF APPLICANTS**

**A. Pre-Search**

1. We should always provide a welcoming environment for anyone that may be interested in learning more about our university/ department or division. This starts with our websites, brochures and any other publicity materials that we distribute. Ensure that the materials present a positive picture. Are the materials inviting for diverse populations from a variety of backgrounds or targeted to a particular group?
2. Invest in potential applicants’ careers early. Strategies may incorporate contacting persons of color and women who are one year from completion of their programs to inform them of upcoming job openings.
3. Consider inviting persons of color and women from other institutions to department-sponsored symposia and provide a visiting scholar appointment to allow them to develop relationships with persons in the university.
4. Continually look for nontraditional candidates. Look for candidates that may employed outside of academe desire a career change, may be well suited for a faculty position.

*This document is based in part on:*

*Recruitment Committee of The Johns Hopkins University Commission on Equity, Civility and Respect. Strategies for Successfully Recruiting a Diverse Faculty: Best Practices.* [*http://web.jhu.edu/administration/provost/docs/Recruitment\_Best\_Practices\_0902.pdf*](http://web.jhu.edu/administration/provost/docs/Recruitment_Best_Practices_0902.pdf)*.  Accessed September 23, 2013.*

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**B. Discussing Diversity and Excellence; Beginning the Dialogue**

Diversity is an issue that inevitably surfaces in every search.  The diversity of a college or 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, race, ethnicity, and gender also contribute to the richness of the environment for teaching and research and provide students and the public with colleges and universities that reflect the society they serve.

All too often, initial conversations about diversity and excellence frame these two categories as oppositional --as though one must sacrifice diversity to achieve excellence or compromise excellence to achieve diversity.  An alternative viewpoint, as indicated above, is that diversity is a central component of excellence; one cannot achieve excellence without also incorporating diversity.  Academia recognizes the importance of diversity in many ways.  Departments, for example, typically include faculty members of various ranks and ages who specialize in a broad range of fields within the discipline, and who received their degrees from a variety of institutions.  The excellence of a department that does not include faculty experts in a sufficiently broad range of fields would be questionable.  The breadth of perspectives offered by a department whose faculty members all graduated from the same institution, no matter how excellent, would be suspect.  Indeed, many universities are reluctant to hire their own graduates because they believe that faculty members who trained elsewhere will help foster new ideas, broader perspectives, and creative thinking.  Acknowledging that such elements of diversity are critical for attaining excellence can help search committee and departmental members recognize that other types of diversity, such as demographic diversity, are equally important.

In order to build a diverse pool of applicants, it is essential to strive consciously to reach this goal as it may not be achieved by simply advertising an open position.  One of the first steps towards developing a commitment to engage actively in efforts to build a diverse applicant pool is to hold an open discussion of diversity 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 this question by claiming that “there weren’t any women or minority applicants,” or “there weren’t any good ones.”  One goal of the search should be to ensure as much as possible that there are outstanding women and minority scholars in the pool of applicants.

One possible way of initiating conversations about diversity and excellence is to ask search committee members to articulate their reasons for why it is important to recruit a diverse pool of applicants. Research illustrates that diversity enriches the education, mentoring, and support students receive, expands and strengthens the curriculum, and enhances research programs.

***Common views on diversity in hiring – and some responses***

*“I am fully in favor of diversity, but don’t want to sacrifice quality for diversity.”*

The search committee should not only be responsible for finding and including highly qualifies minority and female candidates, but also for ensuring that the candidates and the division, department and 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 applicants, how will we know we have attracted the best possible candidates to apply? 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, staff and faculty 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 society, cultural differences, value systems, and the increasingly diverse world in which we live.

*“There are no women or minorities in our field, or no qualified women or minorities.”* Though women and minority applicants may be scarce, it is rarely true that there are none. The search committee must actively seek qualified applicants. It is imperative to check with HR who can assist in retrieving actual data on the numbers and percentages of women and minorities in your discipline.

*“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.”*

A study of recipients of prestigious Ford Fellowships, all of whom were members of underrepresented minority groups and strong candidates, showed that most of them, 54%, were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years after finishing their degree.

*“Minority candidates would not want to come to our campus.”*

The search committee should not make that assumption, but should let the applicants decide if the campus/community is a good match for them. At later stages of the search process, the committee should help them make connections to individuals and groups with shared backgrounds and interests.

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**C. Advertising**

The search process begins with advertising the position.  Federal requirements for affirmative action, emanating from Executive Order 11246, obligate a search committee to make a "good faith effort" to develop a talent pool reflecting the availability of minorities and women in the labor force.  Advertising that is limited to the traditional publications will seldom produce a broad group of applicants and may undermine the department's affirmative action efforts.  The search committee must publicize the position in a manner that will bring it to the attention of underrepresented groups. Advertise not only in standard journals in your field, but also in publications targeted to women and underrepresented minority scholars in your discipline.

**1. Develop a broad definition of the position**

Define the desired scholarship, experience, disciplinary background and expertise required for the position as broadly as possible. Narrowly defined searches tend not to draw the number of women and minority applicants as desired and tend to limit your ability to consider individuals with different profiles who may qualify for the position. Clearly define qualities that are actually required verses what is preferred. When possible, use language such as “should” vs. “must” and “preferred” vs. “required.” Pay attention to the language that you use. Research has shown that if you use language closely associated with stereotypically masculine attributes (e.g., competitive, aggressive, forceful), women may be less interested in applying for the position. More gender-neural terminology (e.g., accomplished, successful, committed) can be used instead.

**2. Develop an active recruitment plan**

1. Identify scholarship programs in your field – especially those that aim to expand the representation of women of minority groups. Contact administrators of these programs and seek their assistance in announcing your position.

2.  Make lists of professional meetings, professional societies or associations, and members of these organizations, and use them to recruit applicants. Request information via letter, phone call, e-mail and/or personal meeting with members of your professional and scholarly organizations and associations. Faculty members attending conferences can make conscious efforts to establish collegial relationships with women and minorities

3.  Solicit suggestions from faculty and administrators. Task committee members to identify at minimum a specific number of potential applicants.

4.  Contact your alumni/alumnae and seek their assistance in recruiting applicants.

5.  Contact potential applicants directly to inform them of vacancies or anticipated vacancies and to invite their application.

6.  Contact professionals at independent research institutions, government agencies, private industry, or foundations, and ask them for recommendations.

7.  Send copies of the vacancy announcement to other universities, including those with diverse enrollments.

8.  Make an effort to identify colleagues with diverse backgrounds or experiences. Such colleagues may help you reach highly qualified minority and women candidates.

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*Recruitment Procedures Manual: Faculty and Administrators* [*facultysearches.doc - University of Louisville*](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Flouisville.edu%2Fadvancement%2Fhr%2Fforms%2Fhiring%2Ffacultysearches.doc&ei=fUNEUsa8IIHDqAHR44CIDA&usg=AFQjCNFS79HfZfUGiz1fk4h6PRSoVw834g)

**3. Dispense with assumptions that may limit your efforts to recruit actively and broadly**

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:

**a.  “We shouldn’t have to convince a person to be a candidate.”**

Many of the finalists in searches across campus—for positions as diverse as assistant professor, provost, and chancellor—had to be convinced to apply. Some candidates may think their credentials don’t fit, that they are too junior, or that they don’t want to live in Boston. 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 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.

**b.  “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 our 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.

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**RAISING AWARENESS OF UNCONSCIOUS ASSUMPTIONS AND THEIR INFLUENCE ON EVALUATION OF APPLICANTS**

**A. Research on unconscious bias and assumptions**

We all like to think that we are objective scholars who judge people based entirely on merit, examining their credentials, 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.

The results of controlled research studies that even people (of both genders) who are strongly committed to egalitarian values and believe that they are not biased can hold implicit or unconscious assumptions that influence their judgments (Dovidio, 2001; Banaji, Bazerman and Chugh, 2003). Examples of such implicit biases include expectations about physical and/or social characteristics associated with race, sex, age and ethnicity; assumptions about people who are likely to match certain job descriptions or enter specific fields of study; and even attitudes about types of academic institutions and the people they educate and employ.

The following are examples from a growing body of literature that demonstrates the role unconscious or implicit bias and assumptions can play in evaluation.

a. 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).

b.  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).

c.  When asked to choose counselors from among a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, students chose white candidates more often than African American candidates. Indicating their willingness to give members of the majority group the benefit of the doubt (Dovidio and Gaertner 2000).

d.  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 definition than if they were told that a white person provided them (Biernat and Manis, 1994).

A compelling body of scientific evidence conducted in many empirical, experimental, and real-life settings has demonstrated that these biases influence hiring, evaluation, leadership selection, and daily interactions.

One of the most common measures of unconscious bias is the Implicit Association Test, or the IAT (<https://implicit.harvard.edu/implicit/>.) Typically, the IAT requires test-takers to rapidly match images of individuals of different demographics to pictures or words of varying pleasantness.  The quick associations that the test-takers must make reveal their unconscious biases.

Suggested material for review:

The following is from the AAMC website and can be used for a discussion of the role of unconscious bias on the search process.

* [Exploring Unconscious Bias in Academic Medicine (video)](https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html)
* Facilitator’s guide: <https://www.aamc.org/download/52210/data/facguide.pdf.pdf>
* Bibliography: <https://www.aamc.org/download/52210/data/facguide.pdf.pdf>

Other available resources include a short training video entitled, “[Interrupting Bias in the Faculty Search Process](https://www.engr.washington.edu/lead/biasfilm/request-form.html),” developed by the University of Washington College of Engineering. The film, when paired with the facilitation materials found on this web site, uses the case study method to help faculty members uncover unconscious discrimination in evaluation processes. Audiences become change agents, able to interrupt biases and hold colleagues accountable in transformational ways. The two endings included in the film demonstrate the impact of change agents.

Another research presentation for search committees at medical schools and teaching hospitals from the Association of American Medical Colleges, produced in collaboration with the University of Arizona is the video entitled,["What you Don't know: The Science of Unconscious Bias and What to Do About It in the Search and Recruitment Process."](http://www.aamc.org/video/t4fnst37/index.htm)

[**Facilitation Guidelines**](https://www.engr.washington.edu/lead/biasfilm/howtouse/guidelines.html) - This train-the-trainer guide provides the tools and direction needed to successfully facilitate the film with colleagues at your institution.

[**Standard Presentation**](https://www.engr.washington.edu/lead/biasfilm/howtouse/standard.html) - *(recommended)* A 90 minute session that covers all key concepts, research on bias, common shortcuts, and participant activities.

[**Shortened Presentation**](https://www.engr.washington.edu/lead/biasfilm/howtouse/shortened.html) - Short on time? This shorter version of the standard presentation covers the basic, key concepts in under an hour.

It is strongly recommended that search committees discuss the research on unconscious or implicit bias and consider the influence bias and assumptions may have on their judgments and deliberations. Please encourage members to share this information of its role in evaluation with other members of their department who will play a role in evaluating applicants for other positions. Increasing awareness of bias and assumptions and their role in evaluation is an important first step in minimizing their influence.

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**ENSURING A FAIR AND THOROUGH REVIEW OF APPLICANTS**

**A. Minimizing the influence of unconscious bias**

**a. What NOT to do**

i.       Suppressing bias and assumptions from one’s mind (or trying to).” Attempting to suppress a thought can actually reinforce it and may unintentionally increase bias in evaluation (Monteith, Sherman and Devine, 1998).

ii.        Relying on a presumably “objective” ranking or rating system to reduce. Designing and relying on some type of numeric evaluation system can be very helpful in ensuring a fair and equitable process, but this practice in and of itself will not eliminate bias because each assigned score may be subject to bias.

**b. What to do**

i.      Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumption.

ii.      Strive to increase the diversity of your search committee

iii.      Strive to increase the representation of women and minority scholars in your applicant pool.

iv.      Develop well-defined evaluation criteria prior to reviewing applications

Evaluation should be discussed early in the process to write an effective job description and recruit well-qualified candidates. It will also help evaluators focus attention on the merits of individuals applicants and on the degree to which they meet criteria, whereas abstract or vaguely defined criteria may increase the possibility for unconscious biases and assumptions (Rubini and Manegatti, 2008; Wigboldus, Semin and Spears, 2000). For example, “excellence in research and/or teaching” are acceptable but it provides the search committee with little guidance for evaluating applicants. Is it the number of publications, number of citations, innovation of the topic or approach, etc. 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?

v.      Prioritize evaluation criteria prior to evaluating applicants

vi.      Engage in counter-stereotyping

Before reviewing applications, each individual member of the committee can strive to minimize the influence of unconscious assumptions about women and minority applicants by taking time to consciously think about successful, highly competent, well-regarded women and minorities in their department, university and/or discipline.

vii.      Spend sufficient time evaluating each applicant and minimize distractions

viii.     Focus on each applicant as an individual and evaluate their entire application package

ix.      Relay on inclusion rather than exclusion strategies in making selection decisions.

x.      Stop periodically to evaluate your criteria and their application

xi.      Be able to defend every decision

**c. Logistics for managing the review of applicants**

To conduct a fair and thorough review of applications, plan to break the review down into several stages.

i.      Selecting applicants who meet minimum qualifications

Generally, search committee members will readily reach consensus about which applicants are or are not qualified for the position. The challenge, at this stage of the evaluation, is for the search committee to avoid considering criteria or preferences not specified in the job announcement and to refrain from comparing applicants and developing preferences. The search committee chair should review all applicants rejected at this stage in order to ensure that qualified are not inadvertently rejected.

All applicants, regardless of whether they are qualified or not, should receive written confirmation that their application was received and, at designated points in the evaluation process, information about the status of their application.

ii.      Creating the “long short list”

The committee’s goal is to identify all potential interesting candidates, not just a list of those regarded as “top candidates.”

* Have all the members of the committee to review, even if briefly, all applications to gain a sense of the possibilities in the pool.
* *(Some search committee chairs recommend including a sign-in sheet, either a hard copy or electronic format, 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.*
* It may be necessary to divide the task of thoroughly evaluating the qualifications of each candidate in a manner consistent with the size of the committee and the pool of applicants.
* Recognize that reading and thoroughly evaluating applicants’ files committee will take considerable time. Remind the search committee to set aside sufficient time for this task.
* 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.

iii.       Selecting a “short list” of finalists 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 and members should think of ways to handle the potentially diverse issues that can arise. Many successful search committee chairs recommend the following:

**a. 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 dean, department chair and faculty colleagues will expect the search committee chair and committee 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.

**b. To make sure that diversity is considered seriously:**

* Remind the committee of possible inadvertent biases or assumptions before starting.
* Expect each member to justify their advocacy for accepting or rejecting an applicant and ensure that they base this this justification on the established criteria.
* Remind the committee that increasing the diversity of the faculty is an important criterion to consider in choosing among otherwise comparable applicants.

**c. 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 at least 15–20 minutes 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. There is a sample form that can be used in the resources section.
* 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.

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**DEVELOP AND IMPLEMENT AN EFFECTIVE INTERVIEW PROCESS**

**A.  Key aims of the interview**

The dual aims of the interview are to:

* Allow the hiring department to determine whether candidates possess the knowledge, skills, abilities, and other attributes for the position, and
* Allow candidates to determine whether our university offers the opportunities, facilities, colleagues, and other attributes necessary for their successful employment.

**B. Before: Planning for an effective interview process**

* Together with your committee, articulate your interview goals.
* 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 question. However, research has shown that structured interviews provide more equitable evaluations of candidates.

* Be sure all interviews are aware of what questions are inappropriate
* Prepare for the possibility of evaluating internal candidates
* Make and discuss travel arrangements in consultation with your candidates
* Develop an agenda or schedule for the interview
* Personalize the visit for each candidate

In addition to selecting a core set of individuals or groups that all candidates will meet with, rely on each candidate’s application materials to identify people with related research and teaching interests and include these individuals in relevant meetings, interviews, or events. Ask your candidates if there are any particular individuals or groups they would like to meet with.

* Provide opportunities for departmental faculty members who belong to underrepresented groups to meet all candidates

Avoid making the mistake of including faculty members from underrepresented groups in your schedule of events only when you know that the candidate is a women or a member of an underrepresented minority group. 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. Even candidates who belong to the majority group may want to see that the department is diverse, inclusive and welcoming.

* Keep candidates’ comfort and convenience in mind
* Carefully select the location for group interviews, research presentations and other events
* Provide candidates with opportunities to seek out information about the campus and community

**C.  During: Guidelines for interviewing**

* Follow the plan established before the interview process and allow enough time for the interviews.
* 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.
* Begin the interview with introductions and welcoming statements
* 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.
* 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 to provide every candidate with a good impression of our school and our faculty.  All candidates with respect and dignity can have lasting damage to a departments and institution’s reputation.
* Encourage all faculty members to attend candidates’ presentations. This is an important part of making candidates feel welcome and respected.
* Remind interviewers to provide feedback.
* Conclude the interview by letting the candidate know what to expect next.

**D.  After: Evaluating the Interviewed Candidates**

* Review the strengths and weakness of each candidate at the conclusion of each interview. At the conclusion of each interview, set aside time for each member of the search committee or interview team to assess the candidate’s strength and weaknesses. Once everyone has had a chance to do this, engage in a group discussion of the assessments. Avoid making comparisons between candidates until all interviews are complete.
* Follow the agreed upon process for making decisions about selecting the final candidates.
* Communicate with candidates in a timely manner (both successful and unsuccessful).
* Establish a procedure for checking references. The committee should discuss what information it hopes to obtain, develop a set of questions designed to provide this information, determine which references to contact, and designate members to conduct the inquiry.
* Decide how to proceed if your top candidate turns you down.

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**CLOSE THE DEAL: SUCCESSFULLY HIRE YOUR SELECTED CANDIDATE**

Some search committees consider their work complete once the committee or the department reaches a final decision and makes an offer to one or more candidates. At that point, the department chair or dean usually takes the primary role in communicating and negotiating with selected candidates. Search committees, however, can play an influential role in helping selected candidates decide to accept a position. Because search committee members have invested considerable time and effort throughout the process, they have an interest in reaching a successful conclusion and hiring the candidates they worked to select. Several factors that can contribute to successfully hiring selected candidates are as follows:

**A. Make the offer promptly**

Providing selected candidates with an offer as soon after the visit as possible is one way of increasing the chances that they will accept a position. Timely offers convey to candidates the clear message of your eagerness to have them join your team. Conversely, candidates who do not receive a timely response will start to assume you are no longer interested in their candidacy.

**B. Give candidates sufficient time to consider the offer**

Work with your department, chair, dean or other relevant administrative leader to establish a reasonable timeframe for candidates to respond to the offer.

**C. Offer prospective faculty members a second campus visit**

**D. If possible, assist with dual hiring opportunities for a significant partner**

**E. Negotiating the offer is typically done by the dean, department chair or the division chief without input from the search committee.**

**F. Maintain communication**

**G. Welcome the faculty member**

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**DIVERSITY RECRUITMENT RESOURCES**

* <http://www.jbhe.com/>

The Journal of Blacks in Higher Education

"The *Journal of Blacks in Higher Education* is dedicated to the conscientious investigation of the status and prospects for African Americans in higher education." Employers may post job openings online or advertise in the print edition of the journal.

* <http://chronicle.com/section/Home/5>

Chronicle of Higher Education

The Chronicle of Higher Education is a [newspaper](http://en.wikipedia.org/wiki/Newspaper) and [website](http://en.wikipedia.org/wiki/Website) that presents news, information, and jobs for college and [university faculty](http://en.wikipedia.org/wiki/Faculty_%28academic_staff%29) and [Student Affairs](http://en.wikipedia.org/wiki/Student_Affairs) professionals (staff members and administrators).

* <http://www.hispanicoutlook.com/>

Hispanic Outlook in Higher Education

The *Hispanic Outlook in Higher Education* is "a top information news source and the sole Hispanic educational magazine for the higher education community, and those involved in running our institutions of higher learning. ... Each issue brings forth the significance of communication in academic circles, the importance of positive learning experiences, role models, and the contributions of both Hispanic and non-Hispanic writers with constructive observations on policies and procedures in academia. Working with an influential editorial board made up of accomplished academic professionals, H/O presents progressive feature articles that provide constructive discussion of issues confronted by Hispanics and others on the college campus and in industry." Advertising position openings in H/O allows employers to reach a highly multicultural audience. Ads placed in the Hispanic Outlook in Higher Education biweekly magazine are also listed for 6 weeks on their website

* [www.wihe.com](http://www.wihe.com)

Women in Higher Education

*Women in Higher Education* is a monthly news journal that focuses on issues of gender in higher education. It reaches "thousands of talented women leaders on campuses all over the USA, Canada, and worldwide on the internet." Employers can list position openings in the print and/or online editions.

* <http://www.aauw.org/who-we-are/jobs/>

Academic Diversity Search Inc.

Academic Diversity Search, Inc. (ADS) is a nationwide employment resource specializing in connecting women and minorities with academic institutions that truly value diversity.

* <http://www.InsightIntoDiversity.com/>

INSIGHT *Into Diversity*.

*INSIGHT into Diversity*, formerly the *Affirmative Action Register*, aims to connect "professionals with institutions and businesses that embrace a workforce that reflects our world." Their free magazine and online recruitment site serves employers and job seekers in the fields of "higher education, healthcare, government, and business." Employers can post job openings online and/or advertise in print editions. Job seekers can search for job openings and post their résumés online.

* <http://www.nmanet.org/>

Represents the interest of more than 25,000 African American physicians and maintains a job registry that allows employers to post positions and search resumes.

* <http://www.diversejobs.net>

Diverse jobs, “the higher education job source”

Published every two weeks, *Diverse: Issues in Higher Education* provides "coverage, commentary, and analysis of higher education for and about underrepresented and historically excluded groups." This "premier news source" for information on issues of diversity in higher education is available in print and online. The "job site" of *Diverse: Issues on Higher Education*, ["DiverseJobs"](http://diversejobs.net) enables employers to post job openings for faculty and university/college administrative positions.

* <http://www.eop.com>

Includes a portfolio of seven national career magazines, a diversity website, online job board, and Career Expos for women, members of minority groups, and people with disabilities.

* <http://www.aauw.org/About/career>

AAUW’s career center offers information about job opportunities at the national office of the American Association of University Women and with colleges and universities located throughout the U.S.

* <http://www.awis.org>

Association for Women in Science maintains a job listings page

"Dedicated to achieving equity and full participation for all women in science, technology, engineering and mathematics," AWIS provides an online [job bank](http://www.awis.org/jobbank.cfm) in which employers can list job openings and view posted résumés. Job announcements can also be advertised in the AWIS Magazine.

* <http://www.swe.org>

Society of Women Engineers online career center allows job postings for various lengths of time.  Resume database can also be searched (large fee).

* <http://www.sacnas.org/>

Society for Advancement of Chicanos and Native Americans in Science

"SACNAS is a society of scientists dedicated to advancing Hispanics/Chicanos and Native Americans in ... science, technology, engineering, and mathematics (STEM) research, teaching, leadership, and policy." Institutions may post job announcements [online](http://sacnas.org/institutions/advertising/web-ads) and/or in the [SACNAS News Magazine](http://sacnas.org/institutions/advertising/print-ads). This website posts ads for positions for various lengths of time.

* <http://www.aises.org>

American Indian Science and Engineering Society

AISES strives "to substantially increase the representation of American Indian and Alaskan Natives in engineering, science, mathematics, and other related technology disciplines." The AISES website offers a [job board](http://www.aises.org/what/programs/postjobs) where employers can post job opportunities. AISES also publishes a quarterly magazine, [*Winds of Change*](http://www.aises.org/wocnews). As "the premier nationally distributed magazine published with a single-minded focus on career and educational advancement for American Indian and Alaska Native people in STEM," *Winds of Change* can be a "valuable recruitment tool for corporations, government agencies, tribal and non-tribal businesses, and colleges and universities across the US." It offers different job posting packages of 3 month duration.

* [www.latinosinhighered.com](http://www.latinosinhighered.com)

Latinos in Higher Ed

This web site aims to "promote career opportunities in higher education for the growing Latino population." It connects employers "with the largest pool of Latino professionals in higher education in the United States, Puerto Rico and internationally by disseminating employment opportunities to registered candidates and a national network of Latino-serving organizations and listservs."

* [www.hercjobs.org](http://www.hercjobs.org)

HERC –The National Higher Education Recruiting Consortium

As collaborative associations of universities and colleges, HERCs aim to help member institutions work together in "addressing faculty and staff dual career and employment outreach challenges on their campuses." HERCs exist in many regions of the United States and "maintain regional, web-based search engines that include listings for all job openings, both faculty and staff, at all member institutions. The services at the websites are available at no charge to anyone seeking employment in higher education. The centrality of job postings and regional resources as well as the website's ability to accommodate dual career searches distinguishes HERC from other employment websites." Member institutions can "post an unlimited number of faculty, staff and executive job listings on the website, and all HERC jobs are cross-posted on the National HERC website and two leading job boards; Indeed.com and Simplyhired.com." A listing of the regional HERCs and links to their websites is available [here](http://www.hercjobs.org/about_herc/regional_hercs/).

* <http://www.engr.psu.edu/fff/>

Faculty for the Future

Faculty for the Future aims to increase the number of women and underrepresented minority faculty in engineering, science, and business. Its website is "dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country." Administered by WEPAN (Women in Engineering Programs and Advocates Network), the website allows members of academic institutions to post positions and search submitted résumés. No fee is charged for this service. It is dedicated to linking a diverse pool of women and minorities from engineering, science, and business with faculty and research positions.  Login is required at this site.

* <http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx>

The CIC Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the universities of the Committee on Institutional Cooperation.

* <http://www.imdiversity.com>

IMDiversity.com, established by *Black Collegian* magazine; resources include resume database.

* <http://www.theregistry.ttu.edu/>

The National Registry of Diverse & Strategic Faculty is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking the hire qualified candidates for open faculty positions.

* http:www.phd.org/

Ph.D. is a clearinghouse of information for graduate students and job-seekers.  Free job listings for academic institutions, government agencies, and non-profits.

* [www.advance.rice.edu/database](http://www.advance.rice.edu/database)

This searchable database contains application entries and CVs of underrepresented graduate students and postdocs in various science, engineering, and psychology fields.

* <http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

This directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986.  Serves as a resource for university officials seeking to diversify their faculty, minority students looking for mentors and role models, and scholars interested in establishing collaborative projects.

**Other Information**

* <http://www.psu.edu/dept/aaoffice/hispanic_universities.html>

Hispanic serving colleges and universities

* <http://www.psu.edu/dept/aaoffice/aa_universities.html>

Historically/predominantly Black colleges and universities

* <http://www.psu.edu/dept/aaoffice/tribal_universities.html>

Tribal serving colleges and universities

* <http://www.psu.edu/dept/aaoffice/women_universities.html>

Women’s colleges and universities

**Medicine and Medical Sciences — All areas**

* [AAMC — Association of American Medical Colleges: Group on Diversity and Inclusion](https://www.aamc.org/members/gdi/)
The AAMC's Group on Diversity and Inclusion aims "to unite expertise, experience, and innovation to inform and guide the advancement of diversity and inclusion throughout academic medicine." Its website provides useful resources and its meetings and professional development conferences provide opportunities for expanding professional networks.
* [AAMC — Association of American Medical Colleges: Group on Women in Medicine and Sciences](https://www.aamc.org/members/gwims/)
The mission of the AAMC Group on Women in Medicine and Sciences includes advancing "the full and successful participation of women in all roles within academic medicine." It addresses issues of gender equity, recruitment and retention, awards and recognition, and career advancement." The group’s website provides valuable resources, identifies recipients of its award programs, and links to professional development events that provide opportunities for expanding professional networks."
* [AAIP — Association of American Indian Physicians](http://aaip.org/)
The AAIP is an organization of American Indian and Alaska Native physicians. "A major goal of AAIP is to motivate American Indian and Alaskan Native students to remain in the academic pipeline and to pursue a career in the health professions and/or biomedical research, thereby increasing the number of American Indian and Alaskan Native medical professionals in the workforce." Position openings can be posted on AAIP's [Online Job Center](http://aaip.org/job-center).
* [AMWA — American Medical Women's Association](http://www.amwa-doc.org/)
AMWA is a "multispecialty organization dedicated to advancing women in medicine and improving women's health." Members of its Board of Directors and chairs of its committees, listed on their website, may provide assistance in disseminating announcements of job openings or refer you to potential applicants. AMWA's annual meetings may provide valuable networking opportunities.
* [ELAM — Executive Leadership in Academic Medicine](http://www.drexelmed.edu/Home/OtherPrograms/ExecutiveLeadershipinAcademicMedicine.aspx)
"ELAM offers an intensive one-year program of leadership training with extensive coaching, networking and mentoring opportunities aimed at expanding the national pool of qualified women candidates for leadership in academic medicine, dentistry and public health." [A directory of ELAM alumnae](http://www.drexelmed.edu/Home/OtherPrograms/ExecutiveLeadershipinAcademicMedicine/Alumnae.aspx) is available on this website. ELAM will post position announcements for free in a weekly email, *ELAM Edge* that they send to "nearly 700 ELAM program alumnae and current fellows, all senior-level women at over 100 academic health centers in the U.S. and Canada." They will also post these announcements on their website for four weeks. ELAM accepts only postings for "senior-level positions, i.e., ... department chair or major division chief, associate dean or higher." Submit job announcements to: elamjobs@drexelmed.edu.
* [NMA — National Medical Association](http://www.nmanet.org/)
"The NMA promotes the collective interest of physicians and patients of African descent" and maintains a [job registry](http://nmanet.jobcontrolcenter.com) that allows employers to post positions and search résumés.
* [Office of Minority Health](http://www.minorityhealth.hhs.gov/)
The Office of Minority Health of the U.S. Department of Health and Human Services "is dedicated to improving the health of racial and ethnic minority populations through the development of health policies and programs that will help eliminate health disparities." It posts announcements for job openings from academic institutions, nonprofits, and government entities on the [employment section of its website](http://www.minorityhealth.hhs.gov/templates/browse.aspx?lvl=1&lvlID=12). To place an announcement, send an email to: info@minorityhealth.hhs.gov, and enter "employment" in the subject line.
* [ASA — American Society of Anesthesiologists: Committee on Professional Diversity](http://www.asahq.org/For-Members/About-ASA/ASA-Committees.aspx#pdc)
Members of the ASE Committee on Professional Diversity may refer you to potential applicants and help publicize your job opening.
* [ACC — American College of Cardiology: Women in Cardiology Section](http://www.cardiosource.org/ACC/ACC-Membership/Women-in-Cardiology-Member-Section.aspx)
The Women in Cardiology section of the ACC "offers women cardiologists opportunities to strengthen their professional support system and skills through networking events, professional development and mentoring programs." The section's "Visiting Professor Program" and events hosted at the ACC Annual Scientific Session and the AHA (American Heart Association) Annual Scientific Session provide valuable opportunities for expanding professional networks.
* [SGIM — Society of General Internal Medicine: Minorities in Medicine Interest Group](http://www.sgim.org/index.cfm?pageId=1268)
Open to all SGIM members and meeting attendees interested in diversity issues in General Internal Medicine, the Minorities in Medicine Interest Group provides valuable networking and mentoring opportunities. Its members may refer you to potential applicants and help you publicize your position openings.
* [SGIM — Society of General Internal Medicine: Women's Caucus](http://www.sgim.org/index.cfm?pageId=1287)
With their focus on career development and networking opportunities for women physicians, members of the SGIM Women's Caucus may help disseminate information about your job opening and refer you to potential applicants.
* [ASH — American Society of Hematology: Committee on Promoting Diversity](http://www.hematology.org/About-ASH/3923.aspx)
Members of the ASH Committee on Promoting Diversity may refer you to potential applicants and help publicize your job opening.
* [ASH — American Society of Hematology: Committee on Promoting Diversity](http://www.hematology.org/About-ASH/3923.aspx)
Members of the ASH Committee on Promoting Diversity may refer you to potential applicants and help publicize your job opening.
* [AAI — American Association of Immunologists: Minority Affairs Committee](http://aai.org/committees/minority/minority2.htm)
The mission of the AAI's Minority Affairs Committee (MAC) "is to generate and promote programs that assure equal treatment of all professional immunologists on the basis of merit. [It] focuses on activities that advance the scientific development and career opportunities for minority scientists." The MAC maintains a List of Minority Members. The members included on this list range "from established investigators to trainees." Search committee members can rely on this list as a resource for expanding professional networks, seeking assistance in disseminating information about job openings, and requesting referrals to potential job applicants.
* [AAWR — American Association for Women Radiologists](http://www.aawr.org/)
The AAWR was founded "to provide a forum for issues unique to women in radiology, radiation oncology and related professions; sponsor programs that promote opportunities for women; and facilitate networking among members and other professionals." Members of AAWR's executive committee and chairs of its various committees, may help disseminate information about you openings or refer you to potential job applicants. Job openings may be posted on its ["Career Opportunities" website](http://aawr.affiniscape.com/displaycommon.cfm?an=6) and its online newsletter.
* [ACS — American College of Surgery: Committee on Diversity Issues](http://www.facs.org/about/committees/index.html#diversity)
"The mission of the Committee on Diversity Issues is to study the educational and professional needs of underrepresented surgeons and surgical trainees and the impact [their] work may have on the elimination of health disparities among diverse population groups." Members of the committee may help disseminate information about your job openings and refer you to potential applicants.
* [ACS — American College of Surgery: Women in Surgery Committee](http://www.facs.org/about/committees/index.html#cwi)
The Women in Surgery Committee aims "to promote recruitment and retention of Fellowship within the American College of Surgeons among women in the surgical specialties." It also strives to develop and enhance leadership roles for women surgeons in the ACS and other surgical and medical organizations. Committee leaders and [members](http://web4.facs.org/m/about.mvc/index/3064277) may help you publicize your job announcements and direct you to potential applicants.
* [SWIU — Society of Women in Urology](http://www.swiu.org/)
Dedicated to promoting women as urologists, the Society of Women in Urology has more than 650 members, including over 250 board-certified female urologists. In addition to valuable networking opportunities provided by the SWIU annual meeting, SWIU lists past and current recipients of awards on its website. The lists of recipients of research awards can help you identify excellent scholars and recipients of mentoring award may help you publicize your job announcement and direct you to potential applicants. SWIU also lists job openings on its online ["Bulletin Board](http://www.swiu.org/resources/bulletin.aspx)."

**Specialty Societies**

**Anesthesiology**

* [ASA — American Society of Anesthesiologists: Committee on Professional Diversity](http://www.asahq.org/For-Members/About-ASA/ASA-Committees.aspx#pdc)
Members of the ASE Committee on Professional Diversity may refer you to potential applicants and help publicize your job opening.

**Cardiology**

* [ACC — American College of Cardiology: Women in Cardiology Section](http://www.cardiosource.org/ACC/ACC-Membership/Women-in-Cardiology-Member-Section.aspx)
The Women in Cardiology section of the ACC "offers women cardiologists opportunities to strengthen their professional support system and skills through networking events, professional development and mentoring programs." The section's "Visiting Professor Program" and events hosted at the ACC Annual Scientific Session and the AHA (American Heart Association) Annual Scientific Session provide valuable opportunities for expanding professional networks.

**General Internal Medicine**

* [SGIM — Society of General Internal Medicine: Minorities in Medicine Interest Group](http://www.sgim.org/index.cfm?pageId=1268)
Open to all SGIM members and meeting attendees interested in diversity issues in General Internal Medicine, the Minorities in Medicine Interest Group provides valuable networking and mentoring opportunities. Its members may refer you to potential applicants and help you publicize your position openings.
* [SGIM — Society of General Internal Medicine: Women's Caucus](http://www.sgim.org/index.cfm?pageId=1287)
With their focus on career development and networking opportunities for women physicians, members of the SGIM Women's Caucus may help disseminate information about your job opening and refer you to potential applicants.

**Hematology**

* [ASH — American Society of Hematology: Committee on Promoting Diversity](http://www.hematology.org/About-ASH/3923.aspx)
Members of the ASH Committee on Promoting Diversity may refer you to potential applicants and help publicize your job opening.
* [ASH — American Society of Hematology: Committee on Promoting Diversity](http://www.hematology.org/About-ASH/3923.aspx)
Members of the ASH Committee on Promoting Diversity may refer you to potential applicants and help publicize your job opening.

**Immunology**

* [AAI — American Association of Immunologists: Minority Affairs Committee](http://aai.org/committees/minority/minority2.htm)
The mission of the AAI's Minority Affairs Committee (MAC) "is to generate and promote programs that assure equal treatment of all professional immunologists on the basis of merit. [It] focuses on activities that advance the scientific development and career opportunities for minority scientists." The MAC maintains a List of Minority Members. The members included on this list range "from established investigators to trainees." Search committee members can rely on this list as a resource for expanding professional networks, seeking assistance in disseminating information about job openings, and requesting referrals to potential job applicants.

**Radiology**

* [AAWR — American Association for Women Radiologists](http://www.aawr.org/)
The AAWR was founded "to provide a forum for issues unique to women in radiology, radiation oncology and related professions; sponsor programs that promote opportunities for women; and facilitate networking among members and other professionals." Members of AAWR's executive committee and chairs of its various committees, may help disseminate information about you openings or refer you to potential job applicants. Job openings may be posted on its ["Career Opportunities" website](http://aawr.affiniscape.com/displaycommon.cfm?an=6) and its online newsletter.

**Surgery**

* [ACS — American College of Surgery: Committee on Diversity Issues](http://www.facs.org/about/committees/index.html#diversity)
"The mission of the Committee on Diversity Issues is to study the educational and professional needs of underrepresented surgeons and surgical trainees and the impact [their] work may have on the elimination of health disparities among diverse population groups." Members of the committee may help disseminate information about your job openings and refer you to potential applicants.
* [ACS — American College of Surgery: Women in Surgery Committee](http://www.facs.org/about/committees/index.html#cwi)
The Women in Surgery Committee aims "to promote recruitment and retention of Fellowship within the American College of Surgeons among women in the surgical specialties." It also strives to develop and enhance leadership roles for women surgeons in the ACS and other surgical and medical organizations. Committee leaders and [members](http://web4.facs.org/m/about.mvc/index/3064277) may help you publicize your job announcements and direct you to potential applicants.
* **The Society of Black Academic Surgeons** - <http://www.sbas.net/> was founded in 1989 against the backdrop of a paucity of African-American surgeons in academic medicine and the absence of an organized network of African-American surgeons to stimulate, mentor and inspire young surgeons and medical students to pursue academic careers. The Society’s annual meeting is designed to stimulate academic excellence among its members by providing a forum of scholarship in collaboration with the leading Departments of Surgery in the United States.

**Urology**

* [SWIU — Society of Women in Urology](http://www.swiu.org/)
Dedicated to promoting women as urologists, the Society of Women in Urology has more than 650 members, including over 250 board-certified female urologists. In addition to valuable networking opportunities provided by the SWIU annual meeting, SWIU lists past and current recipients of awards on its website. The lists of recipients of research awards can help you identify excellent scholars and recipients of mentoring award may help you publicize your job announcement and direct you to potential applicants. SWIU also lists job openings on its online ["Bulletin Board](http://www.swiu.org/resources/bulletin.aspx)."

**Dentistry and Dental Hygiene**

* ADEA – [American Dental Education Association](http://www.adea.org):  The ADEA is the voice of dental education. It’s members include all U.S. and Canadian dental schools, and many allied and advanced dental education programs, corporations, faculty and students.  The mission is to lead individuals and institutions of the dental education community to address contemporary issues influencing education research, and the delivery of oral health care for the health of the public. ADEA’s activities encompass a wide range of research, advocacy, faculty development, meetings and communications like the esteemed Journal of Dental Education, as well as dental school admissions, AADSAS, PASS, DCHAS, and CAAPID. The Access, Diversity and Inclusion (ADI) Portfolio is an integral part. The Center integrates the association’s educational research, access, and dental advocacy activities to better address contemporary issues facing dentists and the public. Theses priorities include: educational access and healthcare advocacy for diverse and underrepresented groups; access, diversity and inclusion goals that are compatible to broad groups, robust; diverse learning environments; holistic admission practices; and, a broader diversity agenda that goes beyond race/ethnicity.
* ADA – [American Dental Association](http://www.ada.org): The ADA, founded in 1859, is the nation’s largest not-for – profit dental association representing more than 157,000 dentist members from 50 states, the District of Columbia and Puerto Rico with 545 local dental societies. . It is the leading source of oral health information related to dentists and their patients. It is committed to the improvement of oral health of the public. The ADA Seal of Acceptance Program is universally recognized by consumers as a symbol of safety and effectiveness. The ADA Foundation provides scholarships, advocates for children’s dental health and supplies disaster relief to members in need.
* SAID – [Society of American Indian Dentists](http://www.thesaidonline.org): The purpose of SAID is to promote dental health in the American Indian Community; encourage American Indian Youth to pursue a career in the profession of dentistry; serve as a resource for assistance to American Indian students interested in the profession of dentistry; promote American Indian heritage and traditional values; and, promote and support the unique concerns of American Indian Dentists.
* AAWD – [American Association of Women Dentists](http://www.aawd.org):  Founded in 1892, the AAWD is a support organization to share common interests and actively supports dental education and organized dentistry. The dental specialty of pedodontics was established via this organization. There is a tradition of mentoring and it has become a national network for employment opportunities and scientific exchange.
* ADHA – [American Dental Hygienist Association](http://www.adha.org): Founded in 1923, the primary goal of the ADHA was to develop a better way for dental hygienists to communicate and cooperate. There are 150,000 members moving careers and the profession forward. The association works to: ensure access to quality oral health care; promote the highest standards of dental hygiene education, licensure, practice and research; and, provide career paths that in academia, research, practice and regulatory function.
* NDA – [National Dental Association](http://www.ndaonline.org):  Founded in 1900, has 7000 members in 50 states with 48 state and local chapters. Its membership includes health care professionals from Africa, Canada, Saudi Arabia, South America and Latin America. The goals are to improve the delivery pf oral health care in underserved communities and to improve educational opportunities of minorities underrepresented in the oral health field. It is the vanguard of oral health in communities of color and has the specific objective to increase the numbers of minorities in dentistry in areas of private practice, academia, administration, research, health-policy, and media advocacy.
* HDA – [Hispanic Dental Association](http://www.hdassoc.org): The HDA, founded in 2006, is a non-profit organization comprised of oral health professionals and students dedicated to promoting and improving oral health of the Hispanic community and providing Hispanic oral health professionals across the US. Hispanics represent more than 50.5 million citizens and are underrepresented in the medical and dental professions. The goals are to improve the oral health of the Hispanic population by research and knowledge concerning the oral health of Hispanics to the Hispanic dental professionals and the community at large. Continuing professional education and academic pursuits are encouraged.

**Nursing Resources**

* [Association of Colleges of Nursing - Diversity in Nursing](http://www.aacn.nche.edu/diversity-in-nursing):  The American Association of Colleges of Nursing's (AACN) Webpage, "Diversity in Nursing" provides many valuable resources including data and national reports on diversity in Nursing, information on scholarships and fellowships, advice for diversifying the nursing student population, and links to a wide range of organizations for nurses from varying racial, ethnic, and national backgrounds (e.g., the [American Assembly for Men in Nursing](http://aamn.org), [Asian American/Pacific Islander Nurses Association](http://www.aapina.org), [National Alaska Native American Indian Nurses Association](http://nanainanurses.org/), [National American Arab Nurses Association](http://www.n-aana.org/), [National Association of Hispanic Nurses](http://www.nahnnet.org/), [National Black Nurses Association](http://www.nbna.org), [Philippine Nurses Association of America](http://mypnaa.org/), and more.

Resources that might be particularly useful for recruiting and hiring faculty candidates include:

[Johnson & Johnson/AACN Minority Nurse Faculty Scholars](http://www.aacn.nche.edu/students/scholarships/minority)
This program provides financial support to graduate nursing students from minority backgrounds who agree to teach in a school of nursing after graduation. Preference is given to students in doctoral programs. Current and past recipients of awards are listed on the AACN website.

[California Endowment–AACN Nurse Faculty Scholarship](http://www.aacn.nche.edu/students/scholarships/minority)
Though this program to provide scholarships to students from underrepresented groups seeking graduate degrees is not currently accepting applications, recipients who received awards previously are listed on this website. They may be able to recommend potential faculty applicants.

[Association of Black Nursing Faculty, Inc. (ABNF)](http://www.abnf.net/)
Officers and committee members of this organization, listed on the website, may be extremely well positioned to recommend potential faculty applicants and disseminate awareness of your position openings. In addition ABNF publishes a semi-annual newsletter and a quarterly journal, hosts an annual meeting, and offers several awards. Striving to include authors, presenters, and award recipients in your professional networks may enhance your efforts to recruit diverse and excellent faculty job applicants.

*This document is based on in part on the following:*

*Searching for Excellence & Diversity: A Guide for Search Committees, National Edition (Copyright © 2012 by WISELI at the University of Wisconsin Madison).*

*Diversity and Equal Opportunity Office. Guide to Recruiting a Diverse Faculty; Shaping Our Future Through Inclusion.* [*http://www.umassmed.edu/uploadedFiles/deoo/Included\_Content/Guide\_to\_Recruiting\_a\_Diverse\_Faculty\_06292012.pdf*](http://www.umassmed.edu/uploadedFiles/deoo/Included_Content/Guide_to_Recruiting_a_Diverse_Faculty_06292012.pdf)