
Recruiting Diverse Faculty Search Handbook



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

**Recruiting Diverse Faculty
Search Handbook**

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INTRODUCTION AND PURPOSE

As faculty, we value using evidence to make decisions. When it comes to recruiting and hiring diverse colleagues to fill faculty positions, evidence demonstrates we all have hidden biases that can derail our best intentions. Thus, the purpose of this handbook is to reveal hiring practices that support efforts to recruit and hire diverse colleagues. It is important to note that this handbook is not intended to supplant the University [faculty search guidelines](#); rather, it is designed to support active participation in processes that are most likely to result in unbiased hires.

We begin by providing context for the importance of recruiting diverse colleagues to UNCG. Next, we briefly summarize what is known about the nature of hidden bias, and then we provide information and suggestions from the literature, collected from UNCG colleagues, and other sources (e.g., National Science Foundation funded projects related to recruiting diverse individuals to science and engineering) that facilitate hiring diverse colleagues. Please note that resources are examples, not models, and should be modified to meet the needs of the hiring department.

Why is it important to recruit underrepresented colleagues to fill academic positions at UNCG?

Hiring diverse faculty provides opportunities to enhance UNCG's performance in teaching and research.

Diverse faculty bring with them the possibility to invigorate campus through diverse approaches to teaching, inquiry, and service (Fine & Handelsman, 2012). Diverse groups are found to be more innovative, productive, and creative than like groups (ACE & AAUP, 2000; Chang, Seltzer, & Kim, 2002; Herring, 2009; Saxzena, 2014). McLeod, Lobel, and Cox (1996) found that brainstorming sessions held among ethnically diverse groups offered ideas that were more feasible and effective than groups that lacked diversity.

It benefits our students. By definition, UNCG is a Minority Serving Institution. In 2015, about 27% of our study body was African American, and 7% were Hispanic or Latino Americans. An examination of high school student demographics makes clear that the diversity of our student body is expected to increase over time. Research findings related to student benefits include the following:

- Women and faculty of color were found more frequently to engage in pedagogies of active learning that encouraged student input (Milem, 2003). In addition, women and faculty of color were more likely to address content from the perspectives of women and underrepresented groups.
- Studies of students in underrepresented groups including those of color, women, and lower economic status suggest students with these backgrounds are less likely to interact with majority group faculty. This can have adverse effects on their cognitive skills development, along with other psychological and sociological impacts (Kim & Lundberg, 2016). Students who interact more frequently with faculty were found to have higher levels of academic self-challenge and an improved sense of belonging.

- Fox and her colleagues (2003) surveyed faculty from doctoral granting institutions in the sciences and engineering and found that female faculty played important mentoring roles for successful female graduates.

We can influence the diversity pipeline in our region. In North Carolina and beyond, universities list recruiting and retaining diverse faculty as a priority. As a minority serving, doctoral granting institution, UNCG has a responsibility to develop and mentor diverse students for our region and beyond.

What are potential barriers to recruiting underrepresented colleagues?

Our own biases are invisible to us. Fine and Handelsman (2012) noted that earlier assumptions that only bad people have biases are flawed. New research characterizes biases more like habits – we all have them, and they are rooted in our thinking. Cognition is guided by personal experiences and organized to help categorize objects, events, and people quickly. For many areas of life, this facilitates quick, sound decisions (e.g., driving in traffic). When it comes to hiring diverse faculty colleagues, this rapid judgment is not as helpful. It is important to protect all phases of the recruiting process from bias by being mindful.

Biases are often myths or based upon “positive” frames. Acknowledging ones bias is the first step toward eliminating it. A myth that exists in the academy is that there are few or no qualified diverse candidates available, or that diverse candidates are highly sought after and hard to hire. The number of minorities and women has increased over the past decade, and yet there is evidence that minority postdoctoral scholars are not actively recruited. What is true is that without a rigorous search process, developing a pool of diverse candidates is less likely. Faculty insistence that they are searching for *quality, fit, or the best candidate possible*, run the risk of giving preferential treatment to individuals more like themselves (see e.g., Roebken, 2010).

Competency bias starts early in the academic career. Milkman and her colleagues (2015) sent identical emails to 6,500 professors from 259 institutions representing 89 disciplines with names that signaled particular races and genders. Emails requested meetings to discuss possible research opportunities prior to applying for doctoral studies. Faculty were significantly more responsive to white males than to any other group, especially in higher paying disciplines. The authors interpreted this preferential responsiveness as favoring an informal “pathway” of perceived academic competence into academia (p. 1678).

Department climate and diversity are not often discussed in advance of faculty openings. Laying the groundwork for ensuring that all colleagues feel valued and respected is a day-to-day function of departments. Conversations about departments’ sense of community, communication, equitable access to professional development opportunities, faculty retention, and work/life balance contribute to a collegial atmosphere.



Image Source: Creative Commons

PLANNING TO RECRUIT

The process for identifying search committee members is described in UNCG policy. Once the committee is appointed, the search chair is encouraged to hold a meeting as soon as possible to (a) develop the position description, (b) decide on criteria for the position, and (c) develop a recruiting plan. Reviewing the department's strategic plan may be important to developing the position description. Addressing the importance of attendance, decision-making rules, and confidentiality for the committee should also be discussed.

Rapport building early in the process is critical to ensure that all committee members feel comfortable raising concerns about bias at any point. One suggestion might be to discuss the introduction of this handbook to orient the search committee to research on bias. It is also important that all members of the committee view the [Provost's video](#) on personal bias early in the process.

Developing the Position Description: Deciding on Search Criteria

Position descriptions should include criteria that will be used to evaluate each applicant. To decide on search criteria, it is important to review UNCG's (a) [promotion and tenure policies](#), (b) [affirmative action policy](#), and (c) [affirmative action goals](#). Research suggests that including criteria that includes expertise (e.g., teaching, research) with diverse populations attracts diverse candidates (Smith, Turner, Osei-Kofi, & Richards, 2004). In Figure 1, we share an excerpt from a job notice developed by faculty from Human Development and Family Studies.

Figure 1. Position Description Language Aligned to Suggestions by Smith et al. (2004)

Writing a Position Description to Attract Diverse Candidates

“Candidates with expertise with diverse populations are encouraged to apply. Successful candidates will demonstrate a strong record of developmental research achievement, enthusiasm for teaching at both the undergraduate and graduate levels, and experience and commitment to teaching and mentoring individuals from diverse ethnic, socioeconomic, and cultural backgrounds.”

Note: This language was developed by faculty from Human Development and Family Studies and included with their permission.

The committee should discuss which qualifications and experiences are **required** or **preferred**. This should include a discussion of the department more generally. For example, discussing the department's strategic plan, where the field is heading, perspectives and experiences that are missing, and resources available for mentoring individuals with potential but minimal experiences is important (Gillies, 2016). Answers to these questions can shape position descriptions.

What is written in the position description is binding; thus, consider writing the description broadly to attract the biggest possible applicant pool. Required qualifications are just that – required. These will be used for initial screening of applicants. Applicants who do not meet required qualifications cannot be considered for the position. Thus, care should be taken to write an accurate but broad position description to ensure the

largest possible applicant pool. For example, requiring an *earned doctorate* is broader than a *Ph.D.* The use of gender-neutral language (e.g., successful, committed, accomplished) as descriptors is also more likely to attract a wider pool of applicants than more masculine language (e.g., competitive).

It is also important to develop criteria related to experiences with diversity. For example, preference requirements might be linked to previous experiences teaching or studying gender, race, or ethnicity. A preference statement about previous experience working with diverse student populations is another approach.

Finally, it is also critical to include all affirmative action language noted at the top of page three of UNCG's guidelines document, [Responsibilities of Faculty Search Committees Serving in the Appointment of Assistant Professors, Associate Professors, and Professors](#). While this is a compliance issue, it also signals intent about the importance of recruiting diverse individuals. In Figure 2, we present an excerpt from a position announcement from Human Development and Family Studies. It includes affirmative action language, as well as information about UNCG (e.g., minority-serving institution status) relevant to recruiting diverse colleagues. Once the position description is complete, it should be uploaded to *UNCG JobSearch*. See page four of the guidelines document for additional details related to the content of position descriptions.

Figure 2. Example Description of UNCG

“The University of North Carolina at Greensboro”: This is a doctoral research-intensive university and a minority-serving institution with approximately 18,500 students that is committed to its status as a diverse academic community. UNCG has been ranked among the “Great Colleges to Work For” by the Chronicle of Higher Education and is classified by the Carnegie Foundation as a High-Research Activity University with an added Community Engagement classification awarded for “deep engagement” at local, regional, national, and global levels. UNCG is also located in the heart of the Piedmont Triad region of North Carolina, a tri-city area which offers a wealth of opportunities to engage and work with diverse communities, cultures, and populations. We are an EOE/AA/M/F/D/V employer and are strongly committed to faculty diversity (http://web.uncg.edu/hrs/Inclusive_Excelsence/Affaction/).

Note. This language was developed by faculty from Human Development and Family Studies and included with their permission.

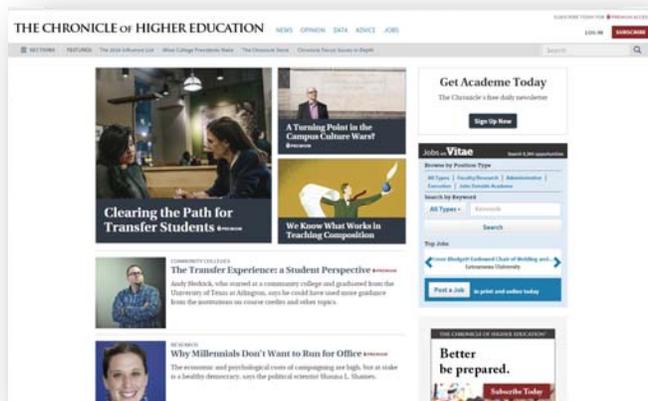


Photo Courtesy of UNCG University Communications

Recruiting Plan

UNCG faculty search policy requires search committees to develop a recruiting plan. The recruiting plan answers the following question: How will the committee develop a large, diverse pool of applicants for the position?

Search plans should include a wide range of activities aimed at the widest possible audience. Large applicant pools are more likely to be diverse than small ones. Procedures should be inclusive; they should not rule out partially qualified individuals before initial screening. In addition to typical recruiting activities (e.g., sharing the position description with professional organizations, reaching out to personal contacts, advertising in the *Chronicle of Higher Education*), below we list suggestions about ways to reach diverse applicants.



1. Reach out to Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSI), Tribal Colleges or Universities, Alaska or Hawaiian-Native Serving Institutions (<https://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>), and Woman's Colleges and Universities (<http://womenscolleges.org/colleges>). Sending the position description along to diverse institutions and organizations should be considered, even if they do not have doctoral programs, as faculty and staff may personally know individuals who might be interested in your position.
2. Write directly to colleagues in your field and request nominations of diverse candidates. Search lists of grant and award recipients, particularly those that have a diversity requirement, as a source of possible applicants. Ask project investigators for applicant referrals.
3. Search journals known to publish diverse work, and reach out to published authors for referrals. In Figure 3, we list journals that target particular groups who also advertise job openings.
4. Reach out to diverse caucus groups of professional organizations. Ask to post your position to their web page or listserv. In particular, UNCG is an institutional member of the Black Doctoral Network (<http://www.blackphdnetwork.com/home>). Our membership allows for an unlimited number of postings to be advertised. *Submitting a posting here is strongly encouraged.*
5. Reach out to the advisory board of your school or college, as well as the list of your alumni.
6. Identify fellowships in your field, particularly those for diverse scholars (e.g., Holmes Scholars in the field of education). Reach out to program directors for potential applicants, or search their databases. For example in the sciences, the Ford Foundation Fellowship Program maintains a database of former fellows (<http://nrc58.nas.edu/FordFellowDirect>), and the Future Faculty Database (<http://futurefacultydb.org/>) has a searchable database of individuals who participated in workshops funded by NSF Advance.

Figure 3. Advertising Outlets that Reach Diverse Individuals in Higher Education

diversejobs.net: Lists faculty jobs in business, education, and health with print and electronic options available.

hispanicoutlook.com: *Hispanic Outlook in Higher Education Magazine* has print and electronic options available.

jbhe.com: *Journal of Blacks in Higher Education* has print and electronic versions available for advertising.

insightintodiversity.com: *Insight into Diversity* is a free print and online publication. Jobs can be advertised in print and online.

latinosinhighered.com: This site provides a dissemination service through partnerships with Latino-serving organizations.

wihe.com: *Women in Higher Education* is a monthly journal with an emphasis on gender issues. Jobs can be advertised online.

Note. These outlets require payment, and in some cases, offer discounts for multiple advertisements.

As you develop leads, reach out to potential applicants and invite them to apply. Offer to send them the position description, and include a link to the job posting. Finally, given the importance and the time consuming nature of recruiting, it is important for all members of the search committee to be engaged.

EVALUATING APPLICANTS

Once a substantial pool of applicants has been recruited, the committee's attention is shifted toward the evaluation of applicants. Evaluation generally happens in three rounds: (a) screening applications for minimum requirements, (b) identifying applicants with preferred experiences, and (c) conducting on-campus interviews. As noted earlier, even when position descriptions are bias free and result in a large, diverse pool of applicants, bias during applicant evaluation can undermine the process.

How can we minimize the influence of our own biases during applicant evaluations?

1. Recognize and accept that we all hold biases, and actively think about them at all phases of evaluation. We have briefly summarized some of the research on bias during candidate evaluation in Figure 4. Also, if we think we are objective, we believe our judgments are free of bias. This thinking can prevent our use of techniques, such as active reflection, during evaluation. Ask, "What evidence do we have that supports or refutes applicant ratings?"

2. Use the requirements from the position description as screening criteria. Initially, sort applications into two sets – those that meet requirements and those that do not. Well-defined requirements and preferred requirements facilitate unbiased decision-making during applicant evaluation. In Table 1, we present a form that can be adapted for use at this stage.
3. Plan for adequate time to be spent reviewing each application. The application package in its entirety should be reviewed. As we noted in the introduction of this handbook, we are wired to make quick decisions. Research demonstrates that slowing down our process facilitates unbiased decision-making. An effective strategy for slowing the process down is to require each member of the committee to document their rationale for including and excluding applicants from each step of the process. Committee members are encouraged to avoid comparisons among candidates prematurely. Every decision needs to be defensible, and evidence is key.
4. Stop and look at the position description periodically during application reviews. Refreshing a sense of what was important at the outset of the process can recalibrate decision-making.

Figure 4. Research summary of bias that can influence the evaluation of applications

- Evidence shows that individuals have **shifting group expectations**, and when individuals from different groups are compared on the same characteristic, those differing group expectations are still applied. For example, a female candidate that is judged to have good verbal communication skills compared to a male candidate might objectively possess excellent verbal communication skills, if both candidates were evaluated against the same scale (Beirnat & Manis, 1994).
- **Letters of reference** of more than 300 hired medical faculty were analyzed. Letters for women were shorter, contained minimal rather than solid assurance of competence, raised more doubts, and contained fewer superlatives than letters for men (Trix & Psendka, 2003).
- **The vitas** of senior- and junior-level faculty, with randomly assigned genders, were reviewed as potential hires by a group of academic psychologists. For the junior-level faculty candidates, both female and male raters rated the male candidates higher for research, teaching, and service. While gender was not a factor in the ratings of senior-level faculty, more doubts were raised about females' qualifications (Steinpreis, Anders, & Ritzke, 1999).
- **Gender and masculinity of the evaluator** were related to the evaluations made in hypothetical hiring decisions for a professor (Rice & Barth, 2016). Male evaluators were more favorable of male applicants, and more susceptible to threats of stereotypical priming than females.
- Applicants with white-sounding **names** received more callbacks than those with black sounding names listed on the same resume (Bertrand & Mullainathan, 2004).
- Blind auditions for orchestras resulted in recruiting more women into orchestras (Goldin & Rouse, 2000).

Table 1. Initial Applicant Review Summary Sheet

Search Member Name: _____					
Applicant name	Meets Minimum Qualifications				
	Degree	Relevant Field of Research	Teaching Experience	Scholarship Record	Other

Note. This was adapted from Fine & Handlesman, 2012. Committees are encouraged to adapt this form to their purposes.

At this point in the process, individuals who did not meet the required minimum qualifications may be notified, and the remaining applicants should be reviewed for possible screening interviews.

Screening for Preferred Experiences

After all applicants are screened for minimum requirements, the next task of the committee is to develop an inclusive list of potentially interesting applicants for additional review. If committees elect to use a two-interview process, the outcome at this phase would be a list of individuals to interview virtually.

1. Committee members are encouraged to review the position description before individually evaluating remaining applicants on preferred experiences. Committees should have a discussion about the list of preferred experiences. Which experiences are most important, and why? Deciding at the beginning of the meeting helps the committee focus on what's important and likely reduces unintended bias. Once again, individual committee members are encouraged to summarize their evaluations of each applicant's potential **prior** to the committee meeting. In Table 2, we have provided a summary sheet that could be used for this purpose.
2. If a virtual interview will be held, develop a list of questions that will be asked of all applicants. Strong questions allow applicants to discuss their experiences. All applicants should be asked the same questions for consistency. Questions should be aligned with the position description and oriented toward asking applicants to describe instances of past behaviors (e.g., Describe a time when you felt successful mentoring a student from a diverse background). In Figure 5, we offer possible interview questions that can be used during screening and on-campus interviews. Committees are encouraged to revise and tailor questions to suit department needs.



Photo Courtesy of UNCG University Communications

Figure 5. Possible interview questions, including questions that target diversity

- **RESEARCH**
 - ◆ Tell us about your research agenda.
 - ⇒ (for early career scholars) How did you come to your topic? What methods did you use? How does your work make a contribution to the field? What studies are you planning in the future?
 - ⇒ (for experienced scholars) What are your contributions to the field? What do you have in the pipeline? What kinds of support have you had at _____? What kinds of support would you need to continue your work?
 - ◆ Describe your research collaborators. How do they contribute to the work?
 - ⇒ Probe for inclusion and mentoring of students (undergraduate, graduate) in the work, including those from underrepresented groups
 - ⇒ Probe for evidence or openness to interdisciplinary collaborations
- **TEACHING**
 - ◆ Tell us about your teaching philosophy. Give examples of how you enact your philosophy.
 - ⇒ Probe for evidence of student engagement and active learning.
 - ◆ At UNCG, over 30% of our student population come from underrepresented groups. Tell us about your experiences (or potential) for advising/mentoring students with diverse backgrounds.
 - ⇒ Probe for specific examples.
 - ◆ Describe strategies you use (or would use) to cultivate inclusive classroom environments?
 - ◆ Describe how your research has influenced your teaching and curriculum development.
- **COMMUNITY ENGAGEMENT**
 - ◆ Describe strategies you have used (or will use) to enhance the advancement or academic success of individuals from groups that are underrepresented.
 - ◆ Describe your experiences or interests in campus-wide service.
 - ◆ How do you cultivate and maintain professional networks?
 - ◆ Describe examples of your engagement with the community outside of your university. How is that connected to your research and teaching?
- **GENERAL**
 - ◆ What attracts you to UNCG?
 - ◆ Why are you interested in joining our faculty?
 - ◆ What do you think might be your contributions here? To the department, to campus, to our community?

Note. These questions were formulated after reviewing different resources including Fine & Handelsman, 2012.

3. If a screening interview is used, convene a meeting to discuss which applicants to interview. Use inclusion rather than exclusion for decision-making. Research suggests this approach helps to generate a diverse pool of applicants. Further, interviewing multiple candidates from underrepresented groups reduces the influence of unintended bias.

If screening interviews were not used, the purpose of this meeting would be to identify which individuals are brought to campus for interviews. Remind the committee about the importance of diversity, and decision rules. The group should take care to discuss individuals who are selected by most but not all committee members, and not just candidates selected by all committee members. Rejections should be based on evidence and documented.

4. Once a list of individuals for virtual interviews is identified, document the committee decisions using evidence from the screening interview and the application. Once again, decisions need to be justifiable. At this point in the process, individuals not selected for screening interviews may be notified of the committee's decision.
5. Planning screening interviews is important. If interviews are scheduled back-to-back, the committee should schedule time between interviews for transitions. Virtual interviews typically take 35 to 45 minutes.



Image Source: Creative Commons

- Committee chairs or department support should contact applicants to arrange virtual interviews. The virtual platform should be decided upon in advance.
 - Committee chairs should be prepared to accommodate deaf applicants and/or applicants who are visually impaired. For example, interviewing a deaf applicant might require scheduling an interpreter. Please note that communication differences cannot be considered during candidate evaluations.
 - Account for time zone differences when scheduling.
 - Ensure the applicant understands who will initiate the call. If the committee is initiating the call, it is important to obtain pertinent connection information (e.g., user name, email address).
 - The committee should decide in advance who will ask which question. If applicants are being interviewed by phone, tell the interviewee who is asking the question.
 - Each committee member should make notes during or shortly after each interview for later discussion.
 - Internal candidates should be interviewed using the same procedures as external interviews.
 - Equipment should be tested to be sure it works. Sound and visual quality should be considered. For example, if five committee members are present, how feasible is it to use one laptop computer? Would using Google Hangout with individual laptops create a better experience for committee members and applicants?
6. Once all screening interviews are conducted, the committee should meet to discuss the applicants. Remind the committee about the importance of diversity and decision rules. Ensure all committee

members are afforded opportunities to provide feedback on candidates. Applicants should not be ruled out without explanation. Notes should be taken to document deliberations.

7. After the second round of screening or screening interviews are complete, it is important to work with department chairs to winnow the list acceptable applicants to the list of candidates for on-campus interviews. Once candidates are selected, the committee shifts toward planning on-campus interviews.

Table 2. Rating Sheet for Individuals Who Met Minimum Requirements

Applicant Name	Score 1=consider/discuss 2=possibly consider/discuss 3=no longer consider	Rationale/Evidence for Score from Preferred Qualifications

Note. This form may be revised as needed.

On-Campus Interviews

It is important to remember that while we are interviewing candidates as potential colleagues, they are considering UNCG and our department as a place for their work. From research it is clear cultivating a sense of belonging happens (or not) during that first on-campus visit.

While the schedule for each candidate should be similar, committee chairs are encouraged to contact each candidate personally to **determine what their special interests might be for their campus visit**. For example, some applicants may wish to meet with members of the Black Faculty and Staff group, while others may wish to meet with individuals with similar research or teaching interests. In addition, it is important to determine if the individual needs accommodations for any reason during their visit. It is important that any accommodations provided to candidates are not considered during evaluations.

Other considerations to make on-campus interviews go smoothly, include:

- Providing adequate time to get to interviews and other meetings on time
- Assigning escorts as part of the schedule
- If accommodations are needed, making sure they are arranged in advance. For example, faculty might need an interpreter if a candidate is deaf
- Planning breaks for candidates to go to the bathroom or check email
- Breaks before research or class presentations are welcomed
- Having water available, as candidates are likely to be talking a lot during meetings
- Providing opportunities for candidates to meet most or all faculty members during their visit

- Consider planning informal faculty gatherings before research presentations. This gives candidates and faculty time to establish rapport, which might promote rich discussions
- If campus tours are part of the plan, ask if candidates prefer walking or driving tours
- Providing opportunities for candidates to meet with graduate and undergraduate students
- Scheduling time with your school or college's Access and Equity Representative
- Scheduling exit interviews (e.g., Search Committee, Department Chair) to ensure candidates have time to ask questions they may have near the end of their visit. Information about expected follow up should be conveyed at this time

All faculty and staff involved in on-campus interviews should be encouraged to provide feedback. In Figure 6, we provide a sample form that can be revised to meet the needs of the department. Information derived from these evaluation forms should be used by the search committee to deliberate on the viability of each candidate. Committees should establish and communicate procedures to collect these data. For example, will a form be printed and placed in department mailboxes, or will the form be sent by email? Establishing a deadline for forms to be returned is important. Time is of the essence, and if we are interested in a candidate, they may be visiting other universities. Thus, wrapping up this phase in a timely fashion is critical.



Image Source: Creative Commons

Figure 6. On-campus Applicant Evaluation Form

Applicant Evaluation Form

In order to establish a fair and equitable form of evaluating all candidates, an evaluation tool is required. The following offers a method for department faculty to provide evaluations of job applicants. It is meant to be a template for search committees that they can modify as necessary for their own use.

Name of evaluator: _____

Applicant's name: _____

Please indicate which of the following are true for you (check all that apply):

- Read applicant's CV
- Read applicant's statements (re: research, teaching, etc.)
- Read applicant's letters of recommendation
- Read applicant's scholarship/writing sample/artistic sample (indicate what):

	EXCELLENT	GOOD	NEUTRAL	FAIR	POOR	UNABLE TO JUDGE
Please rate the applicant on each of the following:						
Evidence of research productivity						
Potential for scholarly impact						
Evidence of strong background in [relevant fields]						
Evidence of teaching experience and interest and/or mentorship						
Evidence of commitment to teaching students of diverse backgrounds						
Potential to teach relevant (advertised) courses						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						
Potential to achieve promotion and tenure						

Other comments about the candidate's qualifications?

Note. This form was provided by Tara Green and used with her permission.

Candidate Evaluation Meetings

Once data are collected from colleagues and staff, the committee should meet one last time to discuss each candidate and make recommendations. Different schools and colleges have different procedures at this phase. While all departments require evaluative summaries of candidate qualifications, some deans request that committees rank candidates, and others require committees to indicate if candidates are acceptable. Thus, checking with chairs and deans before committees have final candidate meetings is important.

Wrapping Up the Search

Congratulations! The work of the search committee is nearly complete. Once an offer is extended and accepted, the committee should notify other applicants of the decision.



UNCG New Faculty Reception. Photo Courtesy of UNCG University Communications.

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