**DEI Development Program for Faculty Searches**

**Step 1: Setting the stage and posting**

* **complete by the final submission of the job posting to the Dean’s Office**

**Step 2: Receiving the applications and beginning review**

* **complete before beginning reviewing of candidate materials**

**Step 3: Effective Interview Process**

* **complete before beginning zoom/phone (semi-finalists) interviews; this is typically done around the same time as the submission of the zoom interview roster for approval**

**Step 4: Debriefing the search and preparing to welcome and onboard the new faculty**

* **in the month after the offer is accepted or the search officially declared ended without a hire.**

**Step 1 Discussion Agenda**

**Step 1 Learning Goals:**

* Introducing DEI and bias
* Understanding strategies for recruiting a diverse candidate pool
* Discuss the job posting (position description)

**Individual Pre-meeting Assignment:**

* Watch step 1 video from past-dean Peony Fhagen or self-pace through step 1 powerpoint slides
* Read 2 chapters
	+ Chapter 1 “Run an effective and efficient search committee” (pp. 7-24)
	+ Chapter 2 “Actively recruit an excellent and diverse pool of applicants” (pp. 25-42)
	+ from [Fine, E. & Handelsman, J. (2012). *Searching for excellence and diversity: a guide for* *search committees. 2nd Edition. WISELI: Women in Science and Engineering Leadership Institute.*](https://wiseli.wisc.edu/wp-content/uploads/sites/662/2018/11/SearchBook_Wisc.pdf)(free e-copy)

**Discussion questions for the search committee:**

1. What committee ground rules or norms would you like your search committee to use? These may include norms on how you want to engage in discussions (e.g., turn taking), attendance, norms on decision making for different types of decisions, confidentiality and disclosure. Please collaboratively develop your ground rules, share it in a document, submit a copy for the dean’s office.

2. What does excellence mean for this position? What would be specific examples for the demonstration of excellence? (articulating this now will help your rubric construction later). Make notes of your discussion.

3. In the field of hire, what are reasons to recruit a diverse pool of applicants? What dimensions of diversity are important and relevant?

4. Which of the pre-search strategies in Chapter 1 (Fine & Handelsman) have you adopted or plan to use?

5. Which of the assumptions discussed at the end of Chapter 2 in the Fine & Handelsman guidebook do you, or have you, wrestled with or encountered (p. 32)?

* 1. 6. Study the current draft of your position description. Position Description. Use the [DEI checklist in the CC Hiring Guidebook Appendix I](https://cctigers.sharepoint.com/%3Aw%3A/s/DeanofFaculty/EW2i9uCcRHhEvg02y64XWRwBmbMvwxyYtR1LQgw58Y8boQ?e=Z7UpVr) to make relevant edits.

**Step 2 Discussion Agenda**

**Step 2 Learning Goals:**

* Understand what it means to adopt an antiracist approach at work
* Understand the characteristics of bias
* Expand skills to regulate individual bias using broader beliefs and attitudes about DEI/antiracism
* Incorporate strategies for increasing equity and inclusion in the applicant review process, from general applicant pool to a short list of candidates

**Individual Pre-meeting Assignment:**

* Watch step 2 video from past-dean Peony Fhagen or self-pace through step 2 powerpoint slides
* Read 2 chapters
	+ Chapter 3 “Raise awareness of unconscious assumptions and their influence on evaluation of applicants” (pp. 43-50)
	+ Chapter 4 “Ensure a fair and thorough review of applicants” (pp. 51-79)
	+ from [Fine, E. & Handelsman, J. (2012). *Searching for excellence and diversity: a guide for* *search committees. 2nd Edition. WISELI: Women in Science and Engineering Leadership Institute.*](https://wiseli.wisc.edu/wp-content/uploads/sites/662/2018/11/SearchBook_Wisc.pdf)(free e-copy)

**Discussion questions and tasks for the search committee:**

1. *Review question 1: Has the committee established its ground rules? Does every member have a copy? Any questions, edits, or additions to the ground rules?*
2. 1. Chapter 3 explained the research on the nature of unconscious biases. Chapter 4 started with ideas on what not to do and what to do to minimize bias. What are committee members’ individual responses to these strategies? Which strategies resonate with you?
3. 2. Identify the strategies that the committee will be able to implement to increase equity and decrease bias.

3. Establish the minimum qualifications/characteristics that you will use to create the “to review” candidate pool.

4. Prepare a rubric for applicant pool review. The rubric should align with your job description, and should delineate the attributes you seem in successful candidates. Your creation of the rubric should include discussion on prioritization of attributes.

5. Discuss the process for applicant review and selection for next stages. P. 60+ of Fine and Handelsman provide a detailed discussion. Their recommended steps are summarized in the next page.

**Summary of the 4 stages of managing the review of applicants (Fine and Handelsman)**

Stage 1: Select applicants with minimum qualifications from general applicant pool.

Evaluate applicants using Sample Form C in the guidebook or other rubrics available. All candidates who meet the minimum qualifications should move to the long list. (p.60)

Stage 2: Review the long list of applicants who have the potential to qualify for the position from the minimum qualification pool of applicants.

Evaluate applicants using rubrics (ones you created, or you can adapt from Fine and Handelsman Sample Form F p.71). You can use a number or descriptor rating scale. Each member, or designated members of the search committee (at least 3), should submit their ratings to the chair to be recorded on an EXCEL spreadsheet (or directly to a shared spreadsheet) that everyone can view. Select applicants to move to the next round based on top total scores or ratings. (p.61)

Stage 3: Select a short list (10-15) of applicants to interview by phone/zoom.

(Re)evaluate applicants using the rubric from Stage 2 or a revised version. This time both the ratings are recorded on a spreadsheet along with comments about each applicant’s strengths and concerns. Applicants can be selected in a number of ways at this point. What matters is the search committee agreeing on the selection strategy and sticking to it for all applicants. (p.61-63)

Stage 4: Evaluating the finalists.

The search committee should meet soon after the candidates’ visits to discuss the strength and weaknesses. Taking notes during and right after each person’s visit will help capture fresh in mind appraisals. Collect feedback from others who you have invited to provide feedback.

**Step 3 Discussion Agenda**

**Step 3 Learning Goals:**

* Identify potential DEI challenges in the interview process
* Understand what affinity bias is and how it can affect the interview process
* Develop an effective interview process that includes useful interview questions and avoids inappropriate interview questions
* Use strategies that decrease bias when evaluating candidates who have been interviewed for the position
* Consider equity challenges during the negotiation process

**Individual Pre-meeting Assignment:**

* Watch step 3 video from past-dean Peony Fhagen or self-pace through step 3 powerpoint slides
* Read 2 chapters
	+ Chapter 5 “Develop and Implement an Effective Interview Process” (pp. 81-108) from [Fine, E. & Handelsman, J. (2012). *Searching for excellence and diversity: a guide for* *search committees. 2nd Edition. WISELI: Women in Science and Engineering Leadership Institute.*](https://wiseli.wisc.edu/wp-content/uploads/sites/662/2018/11/SearchBook_Wisc.pdf)(free e-copy)
	+ Chapter 6 from An Inclusive Academy [An\_Inclusive\_Academy\_6.\_Evaluating\_Job\_Candidates\_Short\_List\_and\_Interviewee\_Experience.pdf](https://cctigers.sharepoint.com/%3Ab%3A/s/DeanofFaculty/EYN-vX104VxHtJZgYQhwRmgBi6K3EncG-CN7Tlx8jstPwA?e=kAVakE)

**Discussion questions and tasks for the search committee:**

1. What are the set of core questions you will ask all candidates? Prepare the agenda (duration, who asks which question, time for candidate to ask questions) See p.83-86 for planning the interview.
2. Do you have internal candidates? Develop procedures adapted to the internal candidacy (p.83 Fine and Handelsman)
3. What information might you provide to all candidates in preparation for the zoom interview? For the campus interview? Chapter 5 has many good suggestions. The goal is to provide helpful information to the candidates so that they can best prepare for their interviews, so that the interview experiences could provide the committee with diagnostic information about the candidate.

**Step 4 Discussion Agenda**

**Step 4 Learning Goals:**

* To identify strengths and weak points in departmental policies, processes, and group dynamics for healthy/unhealthy work climate.
* To identify ways to enhance inclusion and equity in the work environment
* To plan ways to welcome, support thriving and retention of new faculty.

**Individual Pre-meeting Assignment:**

* Watch step 4 video from past-dean Peony Fhagen or self-pace through step 4 powerpoint slides
* Read [Ch 7, Retaining Faculty: Building Community in the Academic Workplace](https://cctigers.sharepoint.com/%3Ab%3A/s/DeanofFaculty/Eb30T3GIsCpJq9BX9JR-x-EB2DL_hmyN28cg-rfRZCwaUw?e=4kGoPV), From Stewart & Valian’s (2018) book An Inclusive Academy: Achieving Diversity and Excellence.

**Discussion questions and tasks for the search committee:**

1. Based on the best practices shared in the presentation and summarized in Stewart & Valian’s chapter, how does your department or program build community and promote a healthy workplace climate? What are ways your think your department or program could improve?
2. What do you plan to do to welcome the new faculty?
3. In addition to promoting a healthy workplace climate, what are other steps your department/program and college-wide that we could take to improve thriving and retention?