

SEARCH COMMITTEE PREPARATION

Using Implicit Bias Training to Make the Search Process More Equitable

Evaluate how advanced your search processes are by using the diagnostic exercise below. In each section, read the statements on the left and right and determine which best represent existing practice at your institution. In sections where you have checked boxes in the left-hand column (“Typical Practice”), turn to the relevant page of this diagnostic for further information on how to make evaluation processes more equitable.

TYPICAL PRACTICE	BEST PRACTICE
Form and Inform the Search Committee	
<input type="checkbox"/> Search committee members are chosen to ensure one or two experts in the field and at least one other member of the department from a different field. Sometimes, an expert from a related department may be brought in to the search. Whether diversity and inclusion will be considered in the search is determined after the committee has been formed.	<input type="checkbox"/> Commitment to diversity and inclusion and the diversity of the members are considered when forming the search committee. Members of the committee are aware of past hiring practices and departmental goals.
<input type="checkbox"/> Members of the search committee are chosen without taking into account departmental and institutional efforts to increase diversity and inclusion.	<input type="checkbox"/> Members of the search committee are committed to diversifying the department and creating an inclusive climate. If possible, URG faculty are represented.
<input type="checkbox"/> Diversity efforts are unfocused, and no individual member of the search committee owns them.	<input type="checkbox"/> One member of the search committee is designated to ensure the committee keeps diversity in focus.
<input type="checkbox"/> Members of the committee are aware that the dean will be asking about efforts to recruit diverse candidates, but they are unaware of how they are supposed to actually recruit for diversity or what barriers stand in the way.	<input type="checkbox"/> Members of the search committee receive training in implicit bias to help identify points in the search that are most likely to be affected and are given strategies about how to proactively recruit and screen applications equitably.
<input type="checkbox"/> Recruitment efforts are ad hoc, and there are no plans to reassess the success of diversity efforts throughout the process.	<input type="checkbox"/> The committee creates a search plan demonstrating how to recruit and evaluate for diversity and inclusion.
Deliver Effective Implicit Bias Training	
<input type="checkbox"/> Implicit bias training is led by human resources or the office of equity and inclusion and does not use scenarios relevant to specific disciplines.	<input type="checkbox"/> Implicit bias training is in a workshop or seminar format and is run by senior faculty familiar with the discipline who serve as ongoing advisors throughout the search process.
<input type="checkbox"/> Implicit bias training does not engage faculty, and they do not see how it is relevant to their work on the search committee.	<input type="checkbox"/> The faculty lead workshops using empirical data and academic research and share it with the group, speaking with direct experience about how it impacts search committees.

SEARCH COMMITTEE PREPARATION (cont.)

TYPICAL PRACTICE	BEST PRACTICE
Design Effective Diversity Statements	
<p><input type="checkbox"/> Interviewers are prepared to ask questions of candidates but not to answer them. They are unaware of mentoring, professional development, and community resources, especially those targeted at URG faculty, available across different units on campus.</p>	<p><input type="checkbox"/> All faculty interviewers are aware of resources available to new faculty, including mentoring, professional development, work/life balance policies, dual career programs, and affinity groups.</p>
<p><input type="checkbox"/> There are resources available to new faculty in the areas of professional development, mentoring, and community-building, but they are dispersed across campus and would require significant time to identify.</p>	<p><input type="checkbox"/> Resources that will be available to new faculty for professional development, mentoring, and community-building are collected and centralized for easy access.</p>
<p><input type="checkbox"/> In order to explain resources available to prospective faculty, interviewers need to compile or identify resources available on campus themselves.</p>	<p><input type="checkbox"/> A staff member in the Office of the Provost or Diversity and Inclusion is responsible for collecting resources that will attract new faculty members.</p>
<p><input type="checkbox"/> Faculty do not know where to look for resources they could advertise to candidates and are unprepared to answer questions about life as a new faculty member, especially a new faculty member from an underrepresented group.</p>	<p><input type="checkbox"/> Faculty are aware of these centralized resources and know how to leverage them in interviews to attract candidates, particularly those of diverse backgrounds.</p>
Offer Confidential Space for Candidate Questions	
<p><input type="checkbox"/> Candidates are reluctant to ask questions that are perceived to be sensitive for fear they will affect hiring decisions.</p>	<p><input type="checkbox"/> Candidates are offered a confidential opportunity to ask about work/life policies and community resources that will not be shared with the hiring committee.</p>
<p><input type="checkbox"/> Candidates meet with the search committee, chairs, deans, and graduate students.</p>	<p><input type="checkbox"/> Candidates meet with the search committee, chairs, deans, graduate students, and at least one staff or faculty member outside of the hiring process.</p>
<p><input type="checkbox"/> URG faculty want information on affinity groups and targeted policies (e.g., stopping the tenure clock, spousal hires) but are afraid of being stigmatized.</p>	<p><input type="checkbox"/> URG faculty are given an opportunity to ask questions about campus policies and resources in a confidential space.</p>