

The P² SC-CS of Diversity Recruitment

Landing Diverse Candidates Requires Preparation, Process, Selection Commitment and Candidate Support

PREPARATION TO ACHIEVE A DIVERSE AND INCLUSIVE SEARCH – the first step!

- PREPARATION to ensure there is process that *achieves* a diverse candidate pool is CRITICAL! It is often done without deliberation/structure/nor clarity of expectations.
 - Institutional leadership should be developing potential candidate lists far in advance of any search – being on the ‘look out’ should be the routine not the exception. Charge your directors/leaders to make this an ongoing priority when networking nationally at meetings/institutional invitations etc.
 - *But now you have a need for a search – how do you prepare for success and ensure that every step of preparation will achieve a process that is inclusively robust?*
 - Start with a goal that each step in the process will be linked to reinforce the primary goal that the search will be inclusive and successful in defining a diverse candidate pool with the competencies required for success in the position.
 - Importantly, ensure there is an actual “search” process. No one benefits from an appointment made in the absence of a robust search for the very best candidate.
1. Define the **CRITICAL COMPETENCIES** for the position.
 2. **JOB POSTING** contains inclusive language. A search is an opportunity to look forward not backwards the posting and advertisements should be welcoming to all, with clarity on required qualifications and competencies and include statements that emphasize the goal to diversify your faculty.
 3. **GENERATING A DIVERSE CANDIDATE POOL** – in addition to any list you have developed over time or networks you traditionally use, all postings/advertisements will be circulated to diverse hiring websites/listservs/networks and institutions (HBMU SOM, professional society JEDI committees etc.). The Chief Diversity Officer can assist in identifying diverse candidates through his/her network of colleagues and organizations. Search committee members will be expected to participate actively in the efforts to identify a diverse candidate pool from which candidates will be selected to participate in on/off campus visits.
 4. **CHAIR and SEARCH COMMITTEE MEMBERS** – are selected to provide diverse perspectives, experience and understandings that compliment/represent the community the position impacts. Members will make the commitment to the goal, be open to implicit bias training/search committee training, willing to fully engaged in the identification of candidates and the process expectations.

5. **SEARCH COMMITTEE EXPECTATIONS** – The CHAIR/Dean/institutional leadership charging the search will: set member expectations; define expectations for attendance; the process to ensure confidentiality; specific actions to ensure an inclusive process; define how consensus will be achieved (open or confidential) and the rules of engagement; how member power dynamics will be mitigated; the use of voting/absentee contributions; use of email; meeting debriefing process and strategies to minimize bias. The committee will set meetings dates in advance (including planned timing for candidate interviews). Each meeting will have a defined agenda circulated in advance of the meeting. All assigned actions will be reported out (member work completed for each meeting, update on candidate pool etc.). The Chair will also define the administrative record keeping chain of command and processes that will ensure the confidentiality of all conversations/documents generated.
6. **ADMINISTRATIVE INTEGRITY** – all candidates will be treated in a welcoming, equitable, and confidential manner. They will be properly and similarly prepared for all meetings/interviews and interactions with the search committee and individuals invited to be part of the interview process. They will be given clear expectations regarding the search process timelines and expectations regarding follow up. The Chair and/or members of the search committee or admin lead will be responsible in providing timely updates as the process proceeds (to key stakeholders, the candidates and administrative leadership). Importantly, the individual(s) responsible and the process for solicitation of references should be defined early and no search committee member should contact members of the home department for references. This undermines the integrity of the process and the needed confidentiality for candidates and the search overall.
7. **INTERVIEW QUESTIONS** – are developed to align with the critical competencies of the position/ desired qualifications and must include questions that draw out candidate experience in advancing an inclusive and diverse community.

Example Candidate Questions on Diversity:

1. What does it mean for you to have a commitment to diversity?
2. How has your background and experiences prepared you to be effective in this position at our institution that values diversity, inclusion and equity?
3. Give an example of a time when you had to take responsibility for an action that may have been viewed or could have been viewed as offensive. What specific actions did you take?
4. Has diversity influenced your teaching or advising styles? And if so how?
5. What do you see as the most challenging aspects of leading in an increasingly diverse academic community? What actions would you take to meet these challenges?

Candidate Topic Questions that are NEVER ok: Age, height, weight, sexual orientation, sex and gender orientation, marital status, personal finances, political affiliation, race or color, religion, military status, children nor family planning.

8. **CANDIDATE EVALUATION FORM** – will link to the critical competencies and be developed to minimize bias and equitably assess each candidate. Strengths are identified first in all steps of the evaluation process followed by specific areas that a candidate may have insufficient experience/expertise with a core competency. Any areas a candidate is scored differently are discussed in the context of making sure no inherent bias has influenced an evaluation.

PROCESS to Ensure an INCLUSIVE, FAIR and DIVERSE CANDIDATE SHORT LIST:

9. CAMPUS VISITS – are consistent and fair.

- A. Information Packet Position Description/Institutional Descriptions/Websites/Map/Committee Members and Background, Schedule etc. are distributed in advance of the visit.
- B. Instruction Packet – a useful addition to the information packet is a set of instructions to help candidates prepare for their visit. Descriptions of the expectations for the job talk research presentation/ (length, question period etc.) forum/expected attendees, who will moderate/who will escort etc.
- C. Standardize all scheduled interactions for time. Treat internal and external candidates the same.
- D. Ensure interviewers are prepared and professional, that they represent the diversity of the community and academic responsibilities of the position.
- E. All committee members should attend job talks/research presentations.
- F. Committee members should refrain from discussing candidates outside of the full member meetings and as noted above should never solicit references independent of the direction of the search chair.
- G. References should be solicited either prior to campus visits or soon after so this information is available for final candidate rankings. Candidates should provide reference contacts and confirm the timing of the solicitation. This enables candidates time to speak with referees prior to contact.
- H. The committee chair should seek input from all interviewers immediately following the visit using the evaluation form developed for the position.

Interview:

1. Be professional from start to finish especially important for any member who may know/have worked with a candidate previously and equally so for internal candidates.
2. Assign questions to members who will ask all candidates the same questions in the same order.
3. Customized questions can be important to emphasize search members understanding of a candidate's portfolio and to amplify candidate qualifications/experience.
4. Avoid inclusion of any materials not part of the 'official candidate' requested dossier.
5. Provide candidates an opportunity to share brief introductory comments and time at the conclusion of the interview to ask their questions.

Importantly, candidates are interviewing you – their experiences good, bad or indifferent are remembered and often shared for years to come. Everyone involved must understand and appreciate their responsibilities to ensure the integrity of the process and experience.

10. CANDIDATE SELECTION REQUIRES COMMITMENT:

1. Review the Critical Competencies for the position.
2. Provide each member an opportunity to provide a priority ranking of candidates interviewed (example):
 - Highly Qualified,
 - Qualified
 - Important Qualifications but does not meet all Competency Requirements
- If possible, this ranking should be done anonymously so that rankings are not influenced unduly by member power positions/bias etc.

- Make a concerted effort to have members reflect on their potential biases prior to discussing the collated candidate rankings.
- Challenge the committee to put increased priority on qualified candidates that would advance institutional diversity.
- Challenge the committee to generate a final candidate slate that provides more diverse candidates than non-diverse (e.g. 5 finalists, 4 women, 2 URM).

11. CANDIDATE SUPPORT CONTINUES AFTER THE (Successful!) SEARCH:

1. Define the mentoring leads and plan. The search committee has worked hard to identify and recruit the 'short list'. Have them suggest ideal mentors and specifics regarding mentorship needs to ensure the final candidate would have a successful transition to their new position.
2. The Chair and members of the search committee should remain committed to assisting with additional visits/requested contact until the conclusion of the search. They should additionally be involved in assisting with welcoming the final candidate to the campus/community. A valuable approach is to set a plan for the chair/division chief/hospital admin lead etc. to contact the final candidate at 30 and 90 days.
3. Administrative leads should begin early working on candidate support for real estate/housing, etc. Support should include assistance with candidate requests for contacts such as recommended pediatricians, school information, veterinarians etc.
4. The appropriate institutional lead for HR should speak with/meet with selected candidate to describe the benefits package and assist with enrollment/position processing/needed licenses, etc.
5. The Division/Department/Medical School administrative lead should make early contact to discuss/finalize issues related to lab/personnel moves, needed hires, grant funds transfers/reconciliation. A failure to provide a smooth transition early on has/can lead to a candidate withdrawing their commitment.