Search Committee Briefing

Kenneth F. Lehrman III, Ph.D., J.D.
Vice Provost for Affirmative Action
Purpose (Slide 2)

- Understand Penn State’s commitment and obligations to aa/eeo
- Understand role of search committees in meeting this commitment and obligation
- Discuss consistent and equitable practices to ensure a diverse pool of applicants in every search

Legal Framework and Definitions (Slide 3)

- Title VII of the Civil Rights Act of 1964
- Executive Order 11246 of 1965

Key Concepts (Slide 4)

- Equal Employment Opportunity: The legally protected right of all people to be evaluated on ability and potential to perform a job
- Affirmative Action: Good faith efforts to eliminate barriers in recruiting, hiring, promoting and retaining minorities, women, people with disabilities, and Vietnam-era veterans

Roles and Responsibilities (Slide 5)

- The Affirmative Action Office
- Dean/Department Head
- Search Committee Chair
- Search Committee Members

(Slide 6)

The Affirmative Action Office

- Implements the University’s legal duties as an aa/eeo employer
- Establishes a framework that provides all candidates fair and consistent treatment throughout the hiring process

Dean or Department Head

- Notifies the Affirmative Action Office when a search is authorized
- Appoints committees that reflect the diversity of the department
### The Affirmative Action Office
- Offers advice on best practices for promoting diversity in the search process

### Dean/Department Head (cont.)
- Provides the search charge
- Emphasizes the value of diversity
- Defines the extent of the committee’s authority and duties

(Slide 7)

### Search Committee Chair
- Ensures that all applicants are considered fairly throughout the process
- Understands and communicates departmental affirmative action goals
- Establishes consistent protocols and procedures
- Emphasizes the importance of confidentiality

### Search Committee Members
- Understand and keep in mind the department’s affirmative action goals
- Identify and actively recruit highly qualified candidates from diverse populations
- Make personal contacts, and encourage candidates to apply
- Refer all external inquiries to the chair of the committee

### The Search Process (Slide 8)
- Planning
- Advertising
- Recruiting
- Receipt of Application Materials & Initial Screening
- Reviewing Diversity of “Short List”
- Preparing for Campus Visits
- Interviewing Finalists
- Considerations for Determining “Best Qualified”
- Recommending the Top Candidate

Notes:
Planning and Advertising (Slide 9)

- Discuss position in light of future direction of the department
- Develop consensus on screening criteria, including intellectual and cultural diversity
- Use flexible terms like “should” rather than “must”
- Use rolling rather than fixed deadlines
- Send copy of proposed announcement and recruitment strategy to AAO prior to posting

Recruiting AGGRESSIVELY (Slide 10)

- NETWORK: internally and externally
- Make personal contacts at professional conferences
- Maintain ongoing list of recipients of post-docs, awards, fellowships
- Solicit nominees from departments at institutions that serve high proportions of traditionally underrepresented groups

Receipt of Application Materials (Slide 11)

- As a matter of professional courtesy and sound legal practice, acknowledge receipt of each application
- Include Search Number and link to Electronic Affirmative Action Data Card in letters of acknowledgement
- Also include relevant information demonstrating department, college and university commitment to diversity

Initial Screening (Slide 12)

- Evaluate diversity in pool by consulting “applicant pools” on AAO home page at: http://www.affirmativeaction.psu.edu
- Reaffirm consensus on selection criteria
- Be sensitive to biases in evaluation that can inadvertently screen out otherwise competitive candidates:
  - non-traditional career paths
  - research journal/graduate school elitism
  - breaks in research record
Review Diversity of “Short List” (Slide 13)

• If department is underrepresented for minorities and/or women, complete the Short List Approval Form and return to AAO prior to inviting candidates for interviews

• Short List (with affirmative action data) will be returned to chair with copies to department head and dean

• When department is underrepresented, affirmative action data may be used to break a tie between candidates that are ostensibly equally well qualified

Preparing for Campus Visits (Slide 14)

• When arranging interviews, explore the candidate’s possible need for reasonable accommodation for a disability. Ask (only): “Will you need any special accommodations for your interview?”

• Whether or not the candidate requests an accommodation, ensure that interviews, presentations, lodging and dining arrangements are mobility accessible

• Maintain a physical environment that demonstrates that Penn State values diversity and inclusiveness

Interviewing Finalists (Slide 15)

• Be careful not to ask inappropriate questions regarding marital status, age, religion, race, ethnicity, disability, etc.

• Be prepared to respond to inquiries regarding delicate issues. For example:
  • Do not ask questions regarding a disability, but be willing to respond to accommodation inquiries by informing candidates that Penn State is committed to compliance with the ADA

• Afford underrepresented candidates the opportunity to meet privately with others who can provide relevant information and personal experience

Determining “Best Qualified” (Slide 16)

• Federal regulations governing equal opportunity and affirmative action stipulate that an employer should hire the “best qualified” candidate

• Legally, the “best qualified” candidate must:
  • Meet minimum qualifications
  • Fit the substantive parameters of the position announcement, including rank, area of teaching and research concentration

• Beyond minimum requirements, “best qualified” is an open textured concept affording professionals significant latitude

• Excellence in teaching, research and service are the University’s top priorities: “excellence” must be understood in the context of an array of core values that define Penn State
Documenting the Search (Slide 17)

- Keep a record of the various iterations of the position advertisement and the rationale behind the final version
- Maintain files for all individuals who indicated an interest (even candidates with incomplete files are legally considered “applicants”)
- Document the criteria used to screen applicants beyond minimum qualifications
- Document any additional criteria used to select the short list and the list of finalists

(Slide 18)

- Maintain the list of core questions utilized during the interview
- Provide a brief explanation for elimination of individual candidates selected for the short list but not offered interviews
- Offer specific reasons for selection of the successful candidate and others interviewed but not selected
- Maintain records for at least three years

The Administrative Process (Slide 19)

- Notify the Affirmative Action Office – Form A
- AAO provides availability estimates – Form B
- Chair provides recruitment plan and proposed advertisement – Form B
- Receipt of application materials
- Refer applicants to website to submit AA Data Card
- Review the composition of the Short List
- Document the search – Form C
Tenure-Track Faculty Search Information Form A
Dean's Level

*To be completed by the Dean's office when initiating a search for tenure track positions and forwarded to the Affirmative Action Office, at 328 Boucke Building, University Park, or via email to searches@psu.edu.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Dean</th>
<th>Date</th>
</tr>
</thead>
</table>

1. 
- **Title of Position**
- **Location (if not University Park)**
- **Department/Division**
- **Dept/Division Head/DAA (E-mail)**
- **Search Committee Chair (E-mail)**
- **Dept. Contact (E-mail)**
- **New Search**
- **Re-opened Search**

2. 
- **Title of Position**
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Penn State University
Affirmative Action Recruitment Report
Tenure-Track Faculty Search Information Form B
Department Level

Section I
The information in Section I is provided by the Affirmative Action Office for review by the department conducting a search. Sections II and III must be completed by the department and returned to the Affirmative Action Office prior to posting the position announcement. Please return to the Affirmative Action Office at 328 Boucke Building, University Park, or via email to searches@psu.edu.

<table>
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</tbody>
</table>

Representation and Availability Estimates

<table>
<thead>
<tr>
<th>Tenure/Tenure Track</th>
<th>Minority</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Representation in Department</td>
<td></td>
<td></td>
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<tr>
<td>Availability in Discipline</td>
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<td></td>
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</tbody>
</table>

Total Tenured and Tenure Track in Dept./Div. _____________

Section II
Composition of Search Committee, Total _____________

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Am Ind/Alaska Nat</th>
<th>Asian/Pac Isl</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
</table>

Department/Search Committee Chair: Please indicate the search and recruitment strategies to ensure a diverse and competitive pool.

Search/Recruitment Plan: (Please list specific publication/organizations of national distribution in which announcement appears.)

Date Review of Applications to Commence:

Section III
Please provide the proposed position announcement as you intend it to appear in print. (Note: All ads must include "Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.")

Proposed Posting (Advertisement):

Date Returned to AAO___________
American Indian or Alaska Native
All persons having origins in any of the original peoples of North America and who maintain a cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander
All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands. The areas include, for example, China, Japan, Korea, India, the Philippine Islands, and Samoa.

Black (not of Hispanic origin)
All persons having origins in any of the black racial groups of Africa.

Hispanic
All persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White (not of Hispanic origin)
All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East. (Note: Members of groups who are not U.S. Citizens or permanent residents of this country, are not considered American minorities. They may, however, still be protected by laws prohibiting discrimination based on national origin.)

Disabled Individual
A person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment.

Disabled or Vietnam Era Veteran
Persons qualify as (1) disabled veterans if they have a 30 percent or more disability or were discharged or released from active duty because of a service connected disability, or (2) any part of whose active military service was during the Vietnam era.
Penn State University
Affirmative Action Office

SHORT LIST APPROVAL FORM

College_______________________________________________

Department_________________________________________

Title of Position____________________________________

Search Committee Chair_________________________ Phone # __________

Please indicate the names of the individuals on the short list and return this form to the Affirmative Action Office (searches@psu.edu or 328 Boucke Building, University Park, PA 16802) prior to proceeding with interviews:

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

Approved by AAO _______ Date _______

cc: Dean
    Department Head

AAO 08/07
Penn State University  
Affirmative Action Recruitment Report  
Tenure-Track Faculty Search Information Form C  
Department Level

*To be completed by the department and returned to Affirmative Action Office, at 328 Boucke Building, UP, or via email to searches@psu.edu.

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<tr>
<td>Search Committee Chair</td>
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This information can be found on the Affirmative Action Office website: [http://www.affirmativeaction.psu.edu/pdf/app_pools.pdf](http://www.affirmativeaction.psu.edu/pdf/app_pools.pdf)

### COMPOSITION OF THE APPLICANT POOL (based on AA Data Cards returned)

<table>
<thead>
<tr>
<th>Total number of Cards returned</th>
<th>Total of Minority and Other Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Male &amp; Female</td>
<td>Male</td>
</tr>
</tbody>
</table>

1. How many applications (vitae) were received? ______________  

2. Provide the following information about the candidate(s) selected for the position:

<table>
<thead>
<tr>
<th>Name of Applicant(s) Selected</th>
<th>Gender</th>
<th>PSU ID#</th>
<th>Appointment Date</th>
<th>Race/Ethnic Category</th>
</tr>
</thead>
<tbody>
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</table>

3. Provide the following information for each candidate interviewed but not selected.

<table>
<thead>
<tr>
<th>Name of Applicant(s) Interviewed</th>
<th>Gender</th>
<th>Race/Ethnic Category</th>
<th>Rejection Criteria Code</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Criteria Code List</th>
<th>Code</th>
<th>Criteria Code List</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Insufficient teaching experience</td>
<td>07</td>
<td>No clear commitment to University values/goals</td>
</tr>
<tr>
<td>02</td>
<td>Weak research and publication record or potential</td>
<td>08</td>
<td>Withdrew following interview</td>
</tr>
<tr>
<td>03</td>
<td>Insufficient administrative experience</td>
<td>09</td>
<td>Other - please specify in comments field</td>
</tr>
<tr>
<td>04</td>
<td>Did not meet the programmatic needs of the position</td>
<td>10</td>
<td>Position offered and declined. *Please indicate reason in the &quot;Comments&quot; box below.</td>
</tr>
<tr>
<td>05</td>
<td>Not a broad enough background in required area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Less relevant qualifications than candidate hired</td>
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</table>

Comments:                                                   

4. Review  

<table>
<thead>
<tr>
<th>Department Head</th>
<th>Date</th>
<th>Dean</th>
<th>Date</th>
</tr>
</thead>
</table>

Prepared by ____________________________ Date ____________ AAO ____________ Date ____________
After the Search: Retention Strategies (Slide 24)

- Provide assistance to secure a smooth transition in the new position
  - Campus Tour
  - Community Resources
- Promote collegiality by developing activities which facilitate interaction
  - Between group collaboration/networking
  - “Within” group collaboration/networking

(Slide 25)

- Plan for change in the department’s culture and practices:
  - Recognize different styles of working and interacting
  - Address collegial issues when they arise:
    - Clear strategies/guidelines for dealing with conflict
  - Address the “color” or “gender” blind notion

(Slide 26)

- Recognize issues that are unique to minority faculty members:
  - Representing the “group”
  - “Shelving” themselves
  - Balancing internal/external community service
    - Guarding against excessive community service

Mentoring: A Key Strategy (Slide 27)

- A Reciprocal Process: Impacts Recruitment and Retention
- Reduces the isolation and alienation of being “the first” or “one of a few” within a department
- Sends a strong message of departmental commitment to promoting diversity and inclusion
Effective Mentoring (Slide 28)

- Mutual Respect & Trust
- Commitment to overall goals
- Willingness to learn about self and others:
  - Strengths
  - Challenges
- Willingness to share power and privilege

(Slide 29)

- Do not assume that mentoring is more beneficial when mentor and protégé are of the same gender, race/ethnicity, discipline, or share similar professional interests:
  - Acknowledge the differences/similarities
  - Become comfortable asking questions
  - Create safe spaces for learning to occur

A Final Word (Slide 30)

The process of recruiting and retaining a diverse faculty population requires that we be open to and prepared for the challenges that come with accomplishing our goals.