



University of Pittsburgh

Excellence and Diversity in Leadership Searches





University Strategic Plan

Strategic Goal:

- **Embrace Diversity and Inclusion**

“We aspire to be a university that embodies diversity and inclusion as core values that enrich learning, scholarship, and communities we serve.”

Accepted by the Board of Trustees June 2015



Agenda

- **Role of the Office of Affirmative Action**
- **Review the Goals for the Search Process**
- **Review the Search Process**
- **Discuss the need for a Diverse Pool**
- **Review Barriers to attracting the most diverse qualified candidates**
- **“Take Aways”**



Affirmative Action

- Affirmative Action in the Office of Diversity, and Inclusion has overall responsibility for providing leadership, resources, coordination, and oversight for the University's voluntary diversity initiatives as well as ensuring equal opportunity and compliance with related governmental requirements.



Affirmative Action – Faculty Recruiting

- Reviews and approves the Pre-audit forms
- Reviews the Tenure Status
- Reviews the composition of the Search Committee
- Reviews the posting for the required tag line
- Reviews the places where the position is advertised
- Ensures the University remains in compliance with federal law



Diversity v. Affirmative Action

Diversity

Race, gender, ethnicity, veteran status, disability, socio-economic background and many more . . .

Defined broadly, with emphasis on groups historically under-represented in the workforce and on campus.

Affirmative Action

To receive federal contracts, Pitt is required to take *good faith efforts* to employ and advance **four groups**.

Goal: To have our workforce reflect the population of the relevant candidate pool.



GOALS OF THE SEARCH PROCESS

- **To generate the broadest and strongest possible candidate pool.**
- **To attract the attention of the best and most diverse qualified candidates.**
- **To attract a pool of candidates consistent with our values and mission.**
- **To hire the “best” candidate.**



The Search Process

- **Decide what position is needed..**
 - Tenure/Non-tenure
 - Full/ Associate/ Adjunct
- **Create a Job Description**
- **Include language to accurately reflect the importance of diversity :**
 - **The University is especially interested in qualified candidates who can contribute, through their leadership, research, teaching, and/or service, to the diversity and excellence of the academic community.”**
 - **“must have demonstrated expertise in dealing with diverse populations . . . Working with, teaching and leading diverse groups.”**



The Search Process

- **Form a Search Committee**
 - **Include diverse members**
 - **The Office of Diversity and Inclusion can assist by suggesting potential members**



The Search Process

- **Consider using a Search Firm**
 - With Search Firm, intentionally map out the search plan and process.
 - From crafting the job description to creating the on-boarding plan.

Appoint a diversity officer on the Committee to monitor efforts and process

Know, or research, the relevant pool: this helps dispel myths or misconceptions.

- Review your current data demographic: student, PhD, Faculty



The Search Process con't.

- **Develop an External Ad if you are not using a Search Firm**
 - Tagline -“Equal Opportunity Employer Minorities/Women/Vets/Disabled”
- **Identify Diversity Sites to advertise the position.**
 - *If you need assistance contact the Office of Affirmative Action*
- **Complete the Pre -audit Form**
- **Acquire the appropriate signatures**



The Search Process: Reviewing Candidates con't.

- Identify key characteristics that must be met and those that are desirable.
- Use characteristics to establish explicit criteria/rubrics for sorting candidates.
- Consider size of pool – no set number.



The Search Process: Develop an interview strategy

- Create an Interview Packet comprised of
 - Traditional Questions
 - *Be aware of appropriate and illegal questions*
 - Mission Based Questions
 - Core values Questions
 - Behavioral Based Questions



Develop an interview strategy con't

- Traditional – describe your current research –will you continue on this track – what drew you to this opportunity –possible funding sources
- Mission Based questions – give the applicant the Mission of the University of Pittsburgh – ask how they see themselves contributing to/ being part of the mission. How is our mission related to your goals
- Core value – have you ever collaborated with someone and how have you improved on this interaction. What experiences have helped you understand the mindset and values of other cultures Behavioral based – described an interaction with a colleague with whom had little in common, what was the situation and what were the results. [as you can see from this example, there is a way to combine behavioral and mission or core based] Give me a example of a challenge that you faced, what was the situation, what did you do and what was the result?



The Search Process: Selecting Candidates to Interview

- Try to interview more than one female and/or minority candidate.

This is not an exclusion of other groups, but a conscious inclusion.

This means not having a set number.

- Conduct phone interviews with many candidates before inviting finalists to campus.
- Consider inviting more than three candidates to campus.



Interviewing Candidates

- Focus, take your time.
- Work to minimize the effects of implicit bias or stereotypes. Be careful of unsubstantiated prejudgments.
- Consider candidates who have non-traditional educational or employment history: No triage by pedigree.
- Consider women and under-represented minorities who have excelled in leadership in less-highly-ranked schools.
- Do not make assumptions about a person's willingness to move, travel, work long hours.
- Review candidates holistically.



ACTIVE RECRUITING

Active Search: Legally sound and effective

Generate the pool

Personal direct outreach

Personal outreach to colleagues, junior and senior

Consider diverse schools, titles, ranks

Targeted advertising

Passive Search

Standard position posting

Ad in the Chronicle

Open the mail

Apply rigid, traditional standards

Quick elimination of the non-traditional applicant



Barriers to Diversity

- Not understanding diversity
- Implicit Bias



Understand Implicit Bias

Research tells us that we all – regardless of our identity – perceive and treat people differently based on their social groups, life and cultural history.

This is implicit or unintentional bias

Let's get familiar with the research.



Closer to Home: Are Female Scientists Treated Fairly?

- In a mock hiring experiment:
 - Researchers found that faculty members in the sciences chose male applicants over females.
 - Faculty members ranked **identical** resumes with a male name as more competent.
 - Males were given higher salaries, even when the resumes were identical.

Science faculty's subtle gender biases favor male students.

Corinne A. Moss-Racusin, John F. Dovidio, Victoria L. Brescoll, Mark J. Graham, and Jo Handelsman. PNAS 2012



The Research: The “Blind” Audition Study

Analyzed blind audition records of 14,000 musicians for positions in major symphony orchestras:

- Increased the probability that a woman would advance from preliminary rounds by 50%.
- Data from 11 major orchestras showed that the switch to blind auditions accounted for a 30% of the increase in the proportion of women among new hires.



Research: What's in a name

- Resumes with “white-sounding names” received 50% more call backs than those with “black sounding” names.
- Resumes were otherwise the same.

The National Bureau of Economic Research



More Research: Postdoctoral Fellowship Applications

- Scientific competence, relevance of proposed research, and quality of methodology were evaluated.
- Female applicants received substantially lower final score:
 - Reviewers scored women significantly lower in scientific competence
 - “Impact factor” calculated from number of publications, citations, journal prestige. Women had impact factors 2.5 higher than males with same rating



The Research: Academic Letters of Reference

A content analysis of more than 300 letters of recommendation for medical faculty at a large American medical school.

- **Men's letters**
 - Longer
 - More references to CV, Publications, Patients, Colleagues
- **Women's letters**
 - Shorter
 - More personal life references
 - More “doubt raisers” (hedges, faint praise, irrelevant facts) “It’s amazing how much she’s accomplished.” “It appears that her health is stable”
 - “She is close to my wife”



When are implicit biases most likely to emerge?

- Under time pressure
- When the task involves ambiguity
- When non-verbal, automatic processes are applied
 - creating yes/no piles of CVs



How to avoid implicit bias and foster diversity

- ✓ With Search Firm, intentionally map out the search plan and process.
 - From crafting the job description to creating the on-boarding plan.
- ✓ Appoint a diversity officer on the Committee to monitor efforts and process
- ✓ Know, or research, the relevant pool: this helps dispel myths or misconceptions.



“How to con’t”

✓ **Build the position description to accurately reflect the importance of diversity:**

- **“The University is especially interested in qualified candidates who can contribute, through their leadership, research, teaching, and/or service, to the diversity and excellence of the academic community.”**
- **“must have demonstrated expertise in dealing with diverse populations . . . Working with, teaching and leading diverse groups.”**



“HOW TO” CONTINUED

✓ Beware of “FIT” becoming a barrier.

Undervaluing candidates not “like us”

✓ Challenge yourselves by asking:

Are candidates subject to the same expectations?

Is leadership potential undervalued?

Are assumptions being made about family responsibilities?



“HOW to con’t.”

- **Standardize the process for each applicant.**
- **Review the qualifications of each applicant based on the publicized requirements.**
 - Remember you are not considering “fit”
- **Use Behavioral Based Interview Questions**



Take aways and a final point

- Don't assume there's no diverse candidate out there.
- Achieving diversity requires proactive affirmative measure to ensure there is a diverse applicant pool and welcoming environment.
- Build commitment to diversity into the process.
- Discrimination based on a protected classification is unlawful; quotas and "minority only" positions are unlawful.
- Beware of implicit bias.
- Appoint a diversity officer to keep the group focused on proactive measures to promote diversity and inclusion.
- Don't even give the appearance of discriminatory intent by asking a candidate a question that requires them to reveal a protected classification.
- All materials relating to any aspects of hiring process, including committee members' notes and related e-mails, must be retained for 3 years after the date that the successful candidate is hired.



QUESTIONS

For more information:

<http://www.diversity.pitt.edu>