Recruiting Underrepresented Faculty

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CURRENT SITUATION
Faculty recruiting is a complicated, uncontrolled and unavoidable arbitrary process.

ULTIMATE GOAL
All faculty candidates, especially women and URM should accept the offer, if GT decides to make one.

DISCLAIMER
The underlying assumption in this project is that we all realize the tremendous benefits for the GT Community that a diverse faculty body brings once they are onboarding for success in an inclusive environment.
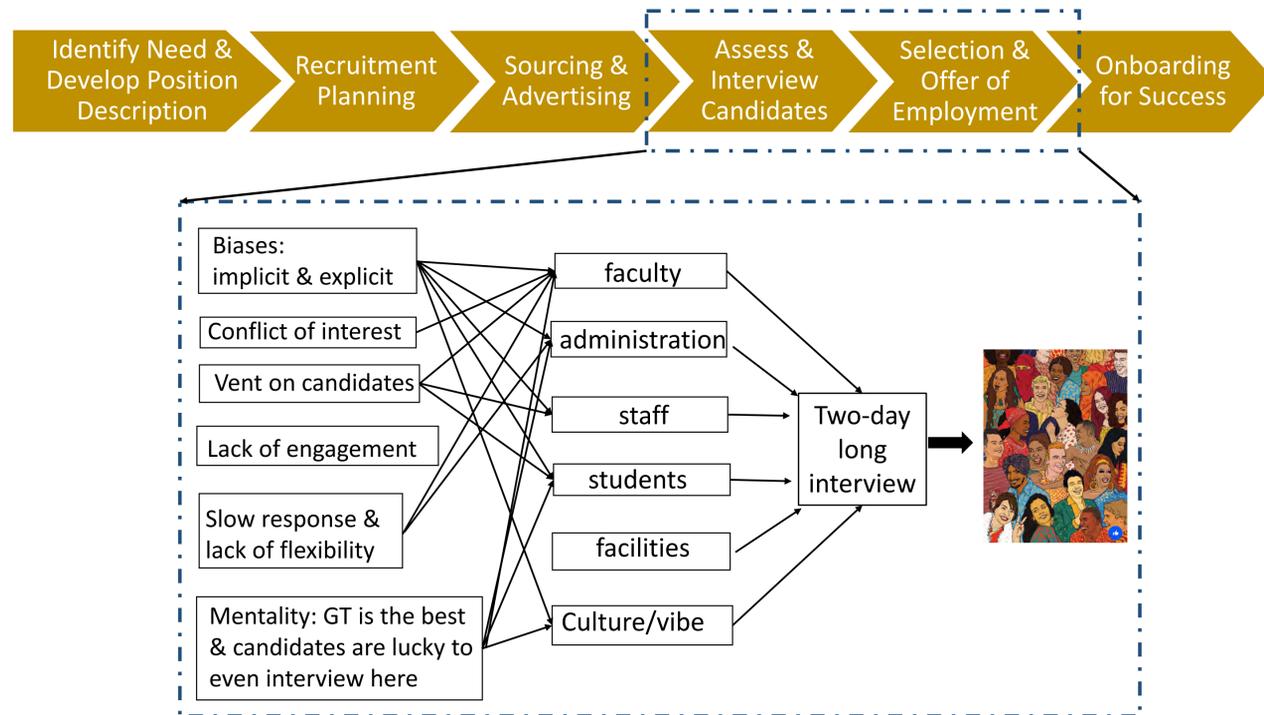

Figure 2: The multiple stages of the recruiting process in chronological order (top); a schematic demonstrating the complexity and uncontrolled input in the two-day long interview (bottom)

MY APPROACH
➢ Understand every step of the current recruiting process
➢ Talk to stakeholders
  ➢ Group 1: Faculty who participate in interviews
  ➢ Group 2: Faculty who usually do not participate in interviews
  ➢ Group 3: Decision makers and staff at School Level
  ➢ Group 4: Academic Leaders with focus in this area (Assoc Deans, Advance Prof, Deans)
  ➢ Group 5: Candidates who interviewed
    ➢ did not get an offer,
    ➢ got an offer but did not come,
    ➢ joined GT
➢ Determine best practices in other institutions
➢ Design a new recruiting process for the 2020 era and the demographics of the current faculty candidate population

SETTING A REALISTIC TARGET
➢ Understand diversity demographics among the professoriate, including graduate schools
➢ Understand demographics of our current faculty at GT
➢ Current hiring faculty trends nationally vs at GT

49%   51%   59.4%   40.6%
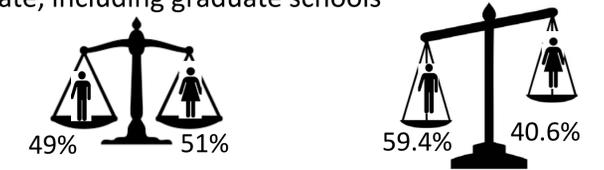
US Society vs GT Faculty

Sources: Kaiser Family Foundation, U.S. Census Bureau

	White	Hispanic	Black	Asian	Multiple Races	American Indian & Alaska Native	Native Hawaiian & Other Pacific Islander	Non resident Alien	N/A
US Society	60.1%	18.5%	12.2%	5.6%	2.8%	0.7%	0.2%	----	----
GT faculty	56.5%	2.1%	3.3%	9.8%	-----	-----	------	27.2%	1.1%

RECOMMENDED INITIATIVES FOR RECRUITING WOMEN & URM FACULTY
Prior to the interview
➢ Implicit bias training for everyone who participates in the recruiting process (evaluations of applications, screening and onsite interviews)
➢ Educational workshops for existing leaders and faculty
➢ An evaluation rubric free of biases that accounts for non-traditional career paths, it is wholistic in terms of the metrics and it requires the evaluator to carefully assess the applicant (vs arbitrary ranking from 1-5) while disclosing any conflict.
➢ Ensure all GT individuals participating in the interview are aligned with the goal which is that the candidate would accept the offer if one is made to them

During the onsite interview
➢ Provide info on issues some candidates may not feel comfortable asking (print outs or a list of links), include meetings with School's/College's DEI Council/Committees or DEI Institute staff and include breaks.
➢ Present the candidate with a complete career development path, including mentoring, portion of the start up funds that is dedicated to professional development activities, provide a list of resources/programs available at the School/College/Institute level i.e., related to teaching, seed funding and other funding and networking opportunities

After the interview
➢ Be responsive to the candidate during the "negotiation" process and ensure there are no delays
➢ Follow up with the candidate to understand what drove their decision to accept or not the offer
➢ Solicit feedback from the hiring committees and those involved in the interview on the process (not the candidate) what can be improved what worked well.

At all times and rigorously : Be proactive and secure resources
➢ Cultivate relationships and create a strong candidate pool: Next Prof, Special Seminar Series i.e., MAE Future Leaders, PPPF
➢ Establish Junior Chairs/Professorships, Fellowships either through Development/Philanthropy