

Search Committee Training



Kansas State University
2011



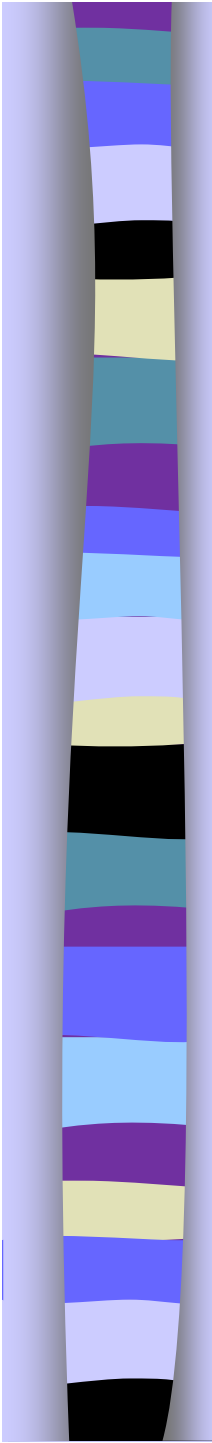
Welcome and the Rationale for Search Committee Training

We need to better prepare ourselves to compete effectively for excellence and diversity in our faculty, staff, and administrators. This is a matter of our own self-interest and the long-term health and sustainability of K-State.



To be better prepared, we need to:

- Understand K-State's obligations to AA/EEO
- Understand our current faculty and staff demographics compared to student enrollments and both internal and external expectations
- Keep current and bring uniformity into the search process across the university

- 
- Ensure that the best practices related to searching for an excellent and diverse pool of applicants is part of every search
 - Understand the role of the search committee and the steps in the search process



Training Topics/Components

- K-State's AA/EEO obligations
- An examination of K-State faculty, staff, and student data
- The search process
- Panel/Dialogue/Q & A
- Web-based resources supporting the search process



K-State's AA/EEO Obligations

- As a Federal contractor, the university has an obligation to ensure that people involved in hiring are aware of our procedures and that they apply them consistently to provide fair and equitable treatment for everyone.



The legal framework includes:

- Title VII of the Civil Rights Act of 1964
- Executive Order 11246
- The Americans with Disabilities Act



The protected groups are:

...those historically under-represented because of race and gender.



Key concepts include:

- Equal employment opportunity – guarantees the right of persons to apply and be evaluated for employment opportunities without regard to race, color, religion, age, national origin, gender, sexual orientation, gender identity, military status, disability or veteran status.
- Affirmative action – refers to policies and initiatives taken to increase the representation of women and minorities.

An Examination of K-State Faculty, Staff, and Student Data



Handout #1: Full-Time Faculty by Rank, Gender and Race/Ethnicity

Source: HRIS on November 1

University Totals																							
	Professor			Associate Professor			Assistant Professor			Research Associate Professor			Research Assistant Professor			Instructor			Total			% Change	
	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002 - 09	2008 - 09
Male	384	367	367	240	216	216	191	198	178	0	0	0	14	25	24	66	77	78	895	883	863	-3.58%	-2.27%
Female	44	57	62	102	118	114	105	139	136	1	2	2	6	18	20	83	126	133	341	460	467	36.95%	1.52%
African American	2	2	3	8	11	9	8	10	10	0	0	0	0	1	1	4	5	6	22	29	29	31.82%	0.00%
Asian/Pacific Islander	42	43	45	30	42	40	41	51	47	0	0	0	5	15	13	3	5	9	121	156	154	27.27%	-1.28%
Hispanic	5	5	6	7	4	6	7	15	12	0	0	0	0	1	1	4	9	10	23	34	35	52.17%	2.94%
Native American	2	3	3	2	0	2	0	1	0	0	0	0	0	0	0	1	1	1	5	5	6	20.00%	20.00%
White	376	369	369	293	276	272	240	260	243	1	2	2	15	25	28	136	183	184	1,061	1,115	1,098	3.49%	-1.52%
Other	1	2	3	2	1	1	0	0	2	0	0	0	0	1	1	1	0	1	4	4	8	100.00%	100.00%
Total	428	424	429	342	334	330	296	337	314	1	2	2	20	43	44	149	203	211	1,236	1,343	1,330	7.61%	-0.97%

Handout #2: Full-Time Staff by Gender, Race/Ethnicity, and EE06 Code

Source: HRIS on November 1

University Totals																							
	Executive			Professional			Clerical/Sec			Technical/Para			Skilled Crafts			Service Maintenance			Total			% Change	% Change
	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002	2008	2009	2002 - 09	2008 - 09
Male	133	153	145	434	510	496	23	27	27	177	161	155	182	206	201	137	155	157	1,086	1,212	1,181	8.75%	-2.56%
Female	106	141	138	635	711	724	418	434	422	131	141	131	22	19	19	149	173	156	1,461	1,619	1,590	8.83%	-1.79%
African American	15	17	17	29	27	24	20	15	14	7	6	9	8	8	7	35	40	41	114	113	112	-1.75%	-0.88%
Asian/Pacific Islander	3	3	3	93	129	129	2	4	4	5	12	12	4	4	4	26	31	32	133	183	184	38.35%	0.55%
Hispanic	4	10	10	29	42	39	8	12	13	12	8	9	7	9	9	10	5	5	70	86	85	21.43%	-1.16%
Native American	7	10	8	14	5	5	6	2	3	2	1	2	3	5	4	2	1	2	34	24	24	-29.41%	0.00%
White	210	254	244	904	1,017	1,017	404	427	412	281	275	254	181	199	196	213	251	233	2,193	2,423	2,356	7.43%	-2.77%
Other	0	0	1	0	1	6	1	1	3	1	0	0	1	0	0	0	0	0	3	2	10	233.33%	400.00%
Total	239	294	283	1,069	1,221	1,220	441	461	449	308	302	286	204	225	220	286	328	313	2,547	2,831	2,771	8.79%	-2.12%

Date Submitted: 12/22/2010

Handout #3: KSU Student Enrollment by Race/Ethnicity 2002 Compared to 2010 University Totals¹

	2002	2010	%Change	KSU %	KS % ²	US % ²
Black	656	993	51.4	4.2	5.9	12.3
Hisp/Mex Am	534	1077	100.2	4.6	9.3	15.8
Asian Am	289	320	10.7	1.4	2.2	4.5
Native Am	120	113	-5.8	0.5	.9	.8
Hawaiian/Pacific		35	34.6 ³	0.1	0.06	.15
Multi-Racial	151	408	170.2	1.7	1.7	1.5
White	19,444	18,687	-3.9	79.2	79.9	67.3
International	1,104	1,812	64.1	7.7		
Total	22,762	23,588	3.6	100.0	99.86⁴	100.15⁴

¹Source: The University Registrar's 20th Day Counts, Kansas State University

²U.S. Census Bureau, 2000

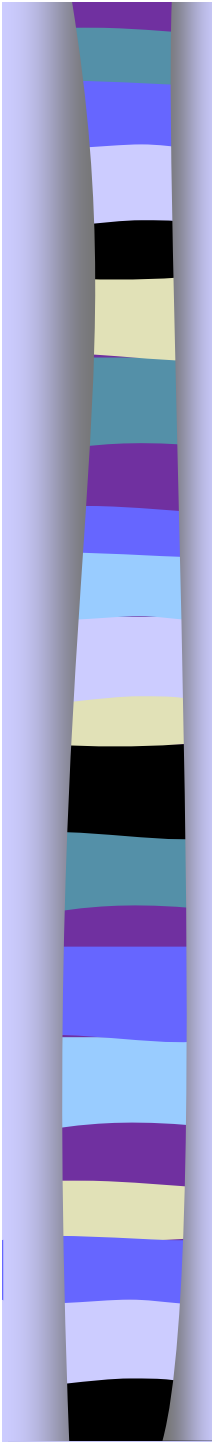
³Percent change from 2008 when the category was first tracked: the 2008 number =26

⁴Rounding error



Internal expectations about K-State diversity come from:

- The President
- The Provost
- Office of Diversity and Dual Career
- Human Resources
- Office of Affirmative Action
- Many Others



External expectations about K-State diversity come from:

- KBOR
- Higher Learning Commission, NCAA, and other accrediting bodies
- Employers
- Alumni
- Citizens

The Search Process





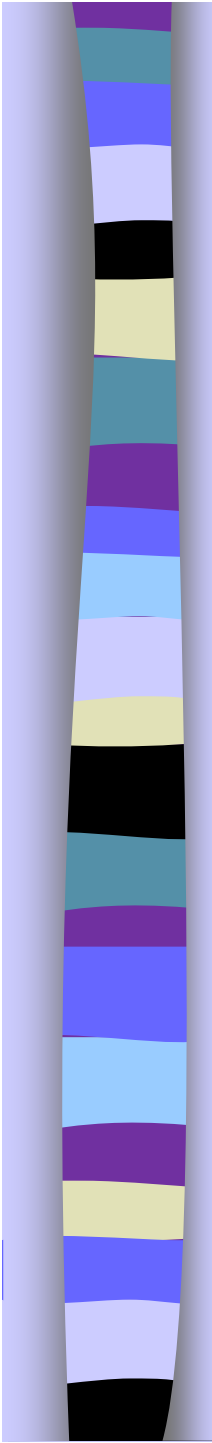
The Training Perspective

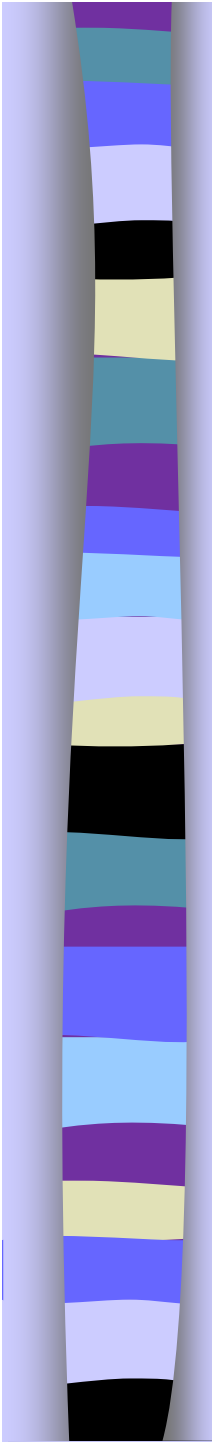
- “Process and Results”



Phases of the search process:

- Justify and authorize the search
- Plan and organize the search
- Implement the recruitment plan
- Develop screening and evaluation procedures and forms
- Receive and acknowledge applications

- 
- Certify the applicant pool
 - Screen and evaluate applicants and identify applicants for on-campus interviews
 - Plan and complete on-campus interviews

- 
- Recommend finalists
 - Make offers
 - Request a contract/inform non-selected applicants of hiring decision
 - Organize and store search documents

Justify and Authorize the Search

Step 1

Key Issue:

- Defining what is needed in the position in terms of the strategic direction of the unit



Plan and Organize the Search

Steps 2-6

5 Key Issues





Key Issues:

- Working collaboratively with the DPP
- Leadership and composition of the search committee
- Further defining exactly what is needed to address the strategic plan and future direction of the unit; don't just backfill
- Writing well-designed position announcements
- Constructing the recruitment plan

Implement the Recruitment Plan

Step 7

Key Issue:

- “Search” committee = actively, strategically, aggressively, and seriously searching



Develop Screening and Evaluation Procedures and Forms

Steps 8 – 9

3 Key Issues:

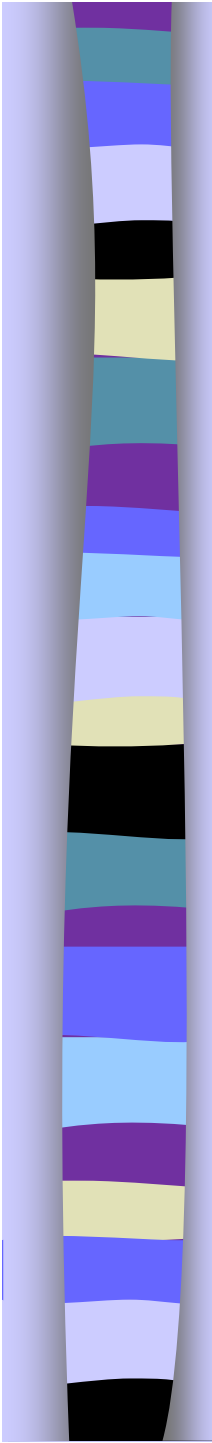
- Having clearly defined screening and evaluation criteria





■ Avoiding unintended biases/cognitive errors

- Positive stereotyping
- Negative stereotyping
- Raising the bar
- Elitism
- First impressions
- Longing to clone
- Using “fit” as a general catchall for excluding diverse candidates
- Provincialism
- Extraneous assumptions & myths
- Wishful thinking; opinions, not facts
- Self-fulfilling prophecy
- Seizing a pretext
- Character over context
- Premature ranking/Digging in
- Momentum of the group



- Typical dysfunctions of an organization that exacerbate the making of cognitive errors

- Overloading/rushing the process
- No ground rules
- No reminders & monitoring
- No assistance with problem-solving
- No one held accountable
- No coaching & practice
- No debriefing & systematic improvement

Receive and Acknowledge Applications

Step 10

Key Issue:

- Applicant self-identification data



Certify the Applicant Pool

Step 11

Key Issue:

- Adequacy of the applicant pool
 - Size
 - Reflection of availability
 - Effectiveness of the recruitment plan



Screen and Evaluate Applicants/Identify Applicants for On-Campus Interviews

Steps 12-14

3 Key Issues:





Key Issues:

- Avoiding unintended biases and cognitive errors
- Consistency and fairness in the screening and evaluation of candidates
- Arriving at an excellent and diverse group of people to interview

Plan and Complete On-Campus Interviews

Step 15

Key Issues:

- What to ask and not ask during the interview
- Campus visit etiquette



Recommend the Finalists

Steps 16-17

3 Key Issues:





Key Issues:

- Gathering campus feedback
- Developing Profiles of Excellence instead of ranking
- Sending forward an excellent and diverse group of finalists

Make Offers

Steps 18 – 22

Key Issues:

- Making offers contingent on background check



Request a Contract and Inform Non-Selected Candidates of Hiring Decision

Steps 23-24



Organize and Store Search Documents

Step 25

Key Issue:

- Search documents must be kept for five years





Panel/Dialogue Q & A





Web-based Search Committee Resources

Thank You and Acknowledgements



*Let's work together to make
K-State a model of...*

...excellence and diversity!

Training Evaluation

