

The Ins and Outs of Faculty Recruiting

Based on Materials From

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How Faculty Initially Feel About Recruiting



We can do this!

How Faculty Often Feel About Recruiting After the Interviews



Run away!!!!

Overview

- Vital Statistics – What you want to know.
- Applicant Survey Data – what you need to know.
- The Process of Recruiting Prospective Faculty
 - At AOM – What we do.
 - In General – What you ought to be doing.
- Questions Common to the Process.

2014 AOM Placement

- Applicants (jobs per applicant)
 - 2014 – 597 (1.36)
 - 2013 – 663 (1.75)
 - 2012 – 948 (2.65)
 - Positions
 - 2014 – 427 (From May 2014)
 - 2013 – 379
 - 2012 – 358
- (as of 8/1/14)

Applicants Registered on AOM

	2008	2009	2010	2011	2012	2013	2014
Strategy	276	189	294	259	208	292	205
OB	291	177	286	288	187	230	157
HR	172	141	205	190	117	62	77
Int'l	166	99	284	44	98	77	49
Entrep.	162	142	173	166	143	128	129
OT	139	82	174	217	94	54	46

Managerial Jobs By Category (as of 1 August 2014)

Job Type	Year 2014	Applicant to Job Ratio	Year - 2013	Applicant to Job Ratio	Year - 2012	Applicant to Job Ratio
Strategy	205	1.51	191	1.5	99	2.1
OB	157	1.82	127	1.8	76	2.46
HR	77	1.13	75	1.2	53	2.21
International	49	1.61	62	1.24	42	2.33
Entrepreneur	129	1.15	127	1.8	65	2.2
OT	46	1.59	46	.85	30	3.13

Targeting Preferred Faculty Candidates

Appropriate to Your Institution

Miss

Do **Not** Select Potential **High** Performer: slow pub start, inexperienced teacher, and needs competent mentor.

Hit

Select Potential **High** Performer: Pubs plus pipeline, good teacher, and a likely good colleague.

Hit

Do **Not** Select Potential **Low** Performer: great school, good program, competent advisor but....

Miss

Select Potential **Low** Performer: one hit wonders, teaching ?able and probable poor colleague.

2007 AOM Survey of Candidates

(Nancy McIntyre and Mary Jo Jackson)

- Sources Used During Job Search:
 - 75% interviewed at AOM
 - 11% interviewed elsewhere
 - Regional Meetings
 - Other Professional Organizations AMA etc.
 - 48% *Chronicle of Higher Education*
 - 26% Other
 - Higheredjob.com (358 Mgmt, HR, Enter..., IB jobs 8/1/14)
 - School websites
 - Discipline websites and/or list serves
 - Akadeus.com for International Market

When Hiring New Faculty A Great Deal Is At Stake

New Faculty Must BE Able to **Teach**,
Publish, and
Provide *Sufficient Quality* **Service**.

Hiring the Wrong Individual
Can Be **Expensive** and
In All Sorts of Ways.
Not Just About Time and/or
Money Expended.



How did applicants determine with whom to interview?

- Match in teaching preferences – 57%
- Geographic Area – 50%
- Reputation of Faculty – 31%
- “Fit” – 50% *Very Important for Everyone!*
 - Institutional Fit vs. Candidate Fit
 - Different Criteria
 - Clarity of Expectations Critical
 - **1st Job Candidates vs. 2nd Job Candidates**
 - Now that I know what I know, I want....
 - Then, what you really want is....

Fit – Institutional Mating

- Realistic Job Preview is ***Absolutely Critical.***
- Research Expectations: must be *realistic* and *accurate* for your institution in terms of outlets, #, quality etc.
- Teaching Load: preps, scheduled hours/days, # of students per class, rigor, grade distributions etc.
- Service Commitments: *umbrella* for your new faculty.
- Role of Mentors: tenure, culture, student issues as well as teaching service and research. *Not necessarily the same person for everything and not just the occasional lunch.*

Interviewing Do's

- Provide specific information:
 - Your university – no institution is perfect.
 - Your position – *needs* versus *wants*.
 - Your hiring process – timelines and feedback.
- Demonstrate *genuine* interest in the applicant.
- Be candid about applicant prospects – *be gentle* toward non fits.

Helpful Hints

- Contact recruits as early in the process as possible.
- Early decisions often trump \$ and other variables.
- Avoid large panel interviews – do not trash candidates research.
- Do not double book interviews.
- Only interview real prospects.

More Helpful Hints

- **Do not use hotel rooms.**
- *Do not interview* in Placement Reception Areas or at Interview Tables which have not been assigned for your search.
- If conducting *interviews outside* Placement area *evaluate location and environment* from applicant's perspective.

Interview Hints

- Realistically interview each applicant.
 - Don't just market your school.
 - Don't over market your school.
- Concentrate on the applicant not on yourself!
- Read applicant's vita prior to interview.
 - We see many interviewers who have no idea who they are talking with.
 - We also see frequent confusion as to who spoke with whom about what. *Notes can really help.*

More Interview Hints

- Plan for interviews.
 - Pay attention to your time constraints.
 - Be consistent in terms of questions etc. just like any good research effort.
 - As academics, we know how to do this right.
- **Do not** photograph applicants.
- **Do not** ask “illegal” questions.

Never....

- “I was interviewed by a recruiter who was drunk at 2:00 in the afternoon. I withdrew my application.”
- “I was so struck by the hostility between the faculty conducting the interview I knew their institution was not my sort of place.”
- “When I heard the recruiters making fun of the previous candidate I wondered what they would say about me?”

Remember Not To Ask Illegal Questions

No One Can Ask
About:

Not Even As
Follow-up ?S

- AGE
- GENDER
- RACE
- NATIONAL ORIGIN
- RELIGION
- FAMILY
- DISABILITIES

– And, Remind **EVERYONE** Who
Is Likely to Come into Contact
With Prospective Hires!

Interview Aftermath - minuses

- Decreased Applicant Interest Due to:
 - Negativity
 - Hostile comments at interview.
 - Negative comments about colleagues, the institution, and competition.
 - Poor organization of the interview.
 - Any sense of being played or not treated as a serious candidate.

Interview Aftermath - *pluses*

- Increased Applicant Interest Due to:
 - Message consistency
 - Faculty enthusiasm
 - For the position
 - For the institution
 - Insightful questions generate positive interest
 - But do try to distinguish between poor candidates and poor candidate preparation.
 - Recognize that some programs do a poor job of preparing their students. (*Unpolished gems are still valuable.*)



Campus Visits

- Only invite candidates that are likely to be hired.
- To get who or what you want be specific about your needs.
- Be serious about tradeoffs your institution is actually willing to make.
- Think investment rather than cost.

The Job Offer

- Subject for Negotiation
 - Salary – AACSB, CUPA, AAUP,
 - Research support (81% provide some)
 - Number of courses/preps - 42% get some release time
 - Travel – 94% get support for travel, networking still critical
 - Technology – 70-80% some form of support, *but do not promise and then fail to deliver*
 - Summer Funding
 - 45% summer teaching
 - 71% summer research support

Salary Trends

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New PhD	101.8	105.7	112.3	100.1	105.7	114.1
Instructor	65.3	67.4	68.5	70	68.7 - 63.7	73.4 (69.7)
Assistant	103.1	104.4	108	106.8	116 - 102	111.8 (111.6)
Associate			84-120	90-125	118 - 110	119.4 (130.3)
Full			127-150	127-160	147 - 189	152 (173.3)

() is the average salary for new hires at each level.

Salary Trends – New Hires

New Doctorate Salaries by Field/Discipline (\$'s in 000's) Copyright © AACSB International – The Association to Advance Collegiate Schools of Business, J 2013-2014 US SALARY SURVEY REPORT, p. x

Field/Discipline	Mean 2013	Percent Change From 2012
Accounting/Taxation	151.1	6.0
CIS/MIS	113.0	1.5
Economics/Managerial Economics	91.1	3.3
Finance/Banking/Real Estate/Insurance	152.8	13.0
Management/Behavioral Science/International Business/Strategic Management	114.1	4.6
Marketing	124.3	11.2
Production/Operations Management	115.3	-5.4
Quantitative Methods/Operations Research/Statistics	122.4	24.0
Combined (All fields/disciplines, including fields/disciplines not listed above)	124.4	17.7

After the Job Offer

- Give the candidate a deadline for responding.
 - **Do not** contact them every day or two for an answer.
 - **Do not** oversell your school.
 - **Do not** make promises you are not willing to put in writing.
- Give the candidate contact information should questions arise during offer consideration.

Remember Candidate Decisions Will Be Influenced By

- Geographic area.
- Reputation of the school.
- Collegiality of the faculty.
- “Fit” perceived or real with the faculty.
- Opinions of advisor, committee, family, friends and others. *You can only do so much.*



General Hints

- Stay on schedule throughout the recruiting process.
- Communicate effectively:
 - Follow-up with candidate,
 - Return phone calls,
 - Send regret letters out promptly.
- Ask for reference letters **only** from final candidates. (*This is a **significant** hiring barrier for some institutions and almost always sends the wrong signals to prospective candidates.*)

AOM Placement is here to help

- We want institutions to have successful hires.
- We want prospective faculty to find positions that “fit” them.
- We would like the process to be transparent to all involved.
- We are committed to doing the best job possible for institutions and job candidates.

Placement Coaches

- **New** Service for Candidates and **Schools**
- Effort to Apply Our Experience
- Willingness to Help
 - Candidates with C.V. / Resumes
 - Candidates with Unique Issues
 - Schools Needing Additional Recruiting Expertise
 - Assistance With Other Questions or Issues