

**A Toolkit for
Faculty and Academic Affairs
Search Committees:
Increasing Excellence and Inclusion**

Based on Best-Practices



DOMINICAN UNIVERSITY
Inspired minds. Amazing possibilities.

work-in-progress

as revised and edited

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Vision Statement

Because we are a Catholic, Sinsinawa Dominican institution of higher learning, Dominican University's renewed commitments to inclusivity, diversity, community, and excellence remain deeply rooted in our history and traditions, our mission and aspirations.

Our mission of "prepar[ing] students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world" can only be fully enacted within **a learning community that engages and values the spiritual, racial, cultural, economic, and educational diversity of contemporary America and the world.** Translating Dominican's twin values of *veritas* and *caritas* into practice requires that each person who studies, teaches, works, or lives within the university community, as well as all those with whom we interact, be respected and cared for as unique individuals, within an environment that affirms our shared humanity and pursues the common good.

Goal

To recruit, retain, and support a vibrant faculty and staff community that represents and values spiritual, racial, cultural, economic, and educational differences and complexities—locally, regionally, and globally.

As re-affirmed through:

Diversity, Inclusivity, and Excellence at Dominican University A strategic planning document prepared by the Committee on Diversity in response to Pathways to Distinction: Strategic Plan Part II (2009---2014)

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To members of the Dominican University Community:

I am pleased to have the Office of the Provost partner with the Chief Diversity Officer, the Vice President for Mission and Ministry, and the Office of Human Resources on this toolkit for assisting search committees. This document is based on best-practices in the field, and draws upon relevant, contemporary research which fits with the Dominican University mission for advancing a “more just and humane world” while striving to achieve greater diversity at the university, in particular as we invite new faculty and academic staff to join our community.

This toolkit offers significant and important advice, from search committee formation to the screening of candidates’ credentials. Beginning with the 2015-2016 academic year, the chair of each search committee within academic affairs will be expected to sign off on their having read through this document as well shared and/or discussed the content of the toolkit with colleagues on the committee.

This form will also ask that the individual designated as the equity advocate for the search be named and identified as well as documentation of the date when a best practices training session grounded in this toolkit was completed by the members of the search committee.

As the Provost of Dominican University, I take seriously the Diversity Plan of the institution and believe that our care and focus in achieving critical goals in this area not only distinguishes us as an institution, but also advances our mission. I am proud to partner with all my colleagues in academic affairs and across the larger university as we strive to increase excellence and inclusion.

Jeffrey R. Breese, Ph.D.
Provost and Vice President for Academic Affairs

PART ONE: Commitments

Diverse Faculty and Staff as Mission-Critical Goal

We are an extraordinary learning community committed to a transformative mission. Our motto of *caritas* and *veritas* is realized everyday through the hard work and dedication of our university leadership, faculty, staff, and students.

Since Dominican University's inception, a commitment to excellence through diversity has been present. In contrast the expectations of his own age, Fr. Samuel Mazzuchelli's model of education insisted upon respect for the languages of the Native peoples, raising up teachers from within the Native community, and providing a rigorous curriculum in the liberal arts and sciences for women. As the Diversity Plan which is part of Pathways to Distinction: Strategic Plan Part II (2009-2014) said, "Translating Dominican's twin values of *veritas* and *caritas* into practice requires that each person who studies, teaches, works, or lives within the university community, as well as all those with whom we interact, be respected and cared for as a unique individual, within an environment that affirms our shared humanity and pursues the common good."

But we have never erased the reality that underrepresented minorities face barriers to full participation and acceptance on our campus. According to the university's internal research data, the overwhelming majority (81% in Fall 2014) of full-time faculty are white. Dominican is not alone. Across the country university faculty and administrators are overwhelmingly homogenous, even as our student populations become more diverse.

And while research indicates that diversity in the academy is linked to academic excellence and the promotion of democratic values, it has also revealed that unconscious, involuntary biases perpetuate cycles of discrimination in the hiring process. As Father Samuel wisely observed, "Even when we do apparently good-natured action, too often some secret attention to our own interest lurks behind" (Sinsinawa Dominican Archives, nd, Sermon 30). In recent memory, the 2001 Cultural Audit and the 2014 Higher Learning Commission self-study both called for further work to address this failure to live our mission.

And so we must make concrete changes in the way we recruit and retain underrepresented faculty. We must work hard to recognize bias and be more deliberative in our search processes. With this toolkit, we intend to affirm the claim that development of a diverse faculty is critical to the advancement of our mission to pursue truth and participate in the creation of a more just and humane world.

Benefits of a Diverse Faculty

Diversity within the faculty body is of critical importance to American universities in the 21st century.

Engendering Faculty Diversity Through More Effective Search and Recruitment

Diana Bilimoria and Kimberly K. Buch, 2010: 32

A Diverse Faculty Produces Academic Excellence

1. A diverse faculty creates a “dynamic intellectual community” (Fine & Handelsman 2010). Engagement in a community of scholars includes multiple viewpoints, and leads to innovation and creativity (University of Wisconsin LaCrosse 2013; Fine & Handelsman 2010).
2. A diverse faculty will help maintain competitive advantage (MIT 2010) among our peer and aspirant groups.
3. A diverse faculty improves the educational experience for students; studies have found that faculty diversity increases critical thinking. “Learning from or among diverse groups of people is an education in itself” (Guenter-Schlesinger & Kunle 2009: 4). Students of color benefit by having role models and mentors who can relate to their particular experiences and white students benefit by coming into contact with faculty and students whose experiences are different from their own (Berret 2012; ASSU Community Action Board 2013). Diversity increases student satisfaction (Astin 1993), and fosters intellectual development and skills (Pascarella et al. 1996).

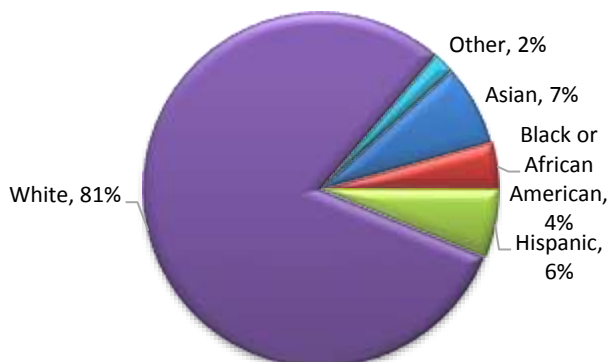
Pursuing Truth, Giving Service, and Creating a More Just and Humane World

Dominican University’s Mission compels us to be a national model for social justice. Our founders, the Sinsinawa Dominican Sisters and Father Samuel Mazzuchelli, envisioned a welcoming and hospitable learning environment where all would be welcome at the table. Our values and commitment must be made real by our actions and priorities.

Dominican Full-Time Faculty

by Race/Ethnicity

Fall 2014

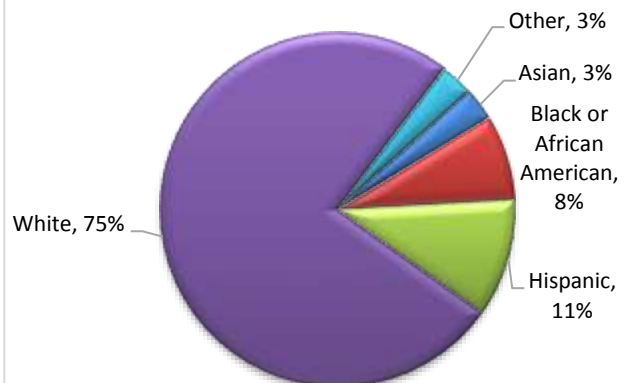


Source: IPEDS Human Resources Survey
Data prepared by the Office of Institutional Research, Fall 2014

Dominican Part-Time Faculty

by Race/Ethnicity

Fall 2014



Source: IPEDS Human Resources Survey
Data prepared by the Office of Institutional Research, Fall 2014

Our university community should be composed of diverse faculty members that include all sectors of the U.S. population including men, women, underrepresented minorities, professors from varied spiritual and religious traditions, LGBTQ-identified professors, professors with disabilities, and other populations underrepresented in academia.

A Diverse Faculty Strengthens Democracy

1. Universities form and train future leaders. Students who go to schools with a diverse faculty and student body have higher levels of tolerance and acceptance, greater dexterity for problem solving, and sophisticated leadership skills (University of Wisconsin LaCrosse 2013; Weinberg 2008).
2. University professors are leaders. We have a direct impact on the students in our classrooms, but we also teach, create knowledge, and advocate for policy and programs through our research, participation in professional organizations, and university and community service. We show our university's commitment to democracy by creating a diverse university that is inclusive and reflective of our local and national population.
3. Diverse universities promote integration and solidarity. Sylvia Hurtado found that students who attended universities with diverse faculty and students were more likely to live and work in diverse environments and create integrated communities (2003).

Why Build a Diverse Faculty?

- ◆ A Diverse Faculty Produces Academic Excellence. Academic excellence is advanced because students are better prepared to live and work in an increasingly global, pluralistic, and multicultural society.
- ◆ A Diverse Faculty Creates a More Just and Humane World. Communities are strengthened because all members are judged by their character and contributions.
- ◆ A Diverse Faculty Strengthens Democracy. Teamwork, respect, innovation and collaboration are fostered.
- ◆ A Diverse Faculty Increases the Quality of Education and the Economic Well-being of the Institution. Our economic well-being is strengthened as we utilize the skills of individuals from different ethnic backgrounds, cultures and communities.
- ◆ A Diverse Faculty Enhances a Positive Campus Climate. The University will be seen as a more attractive place of learning and teaching for all students and faculty.

Diversity is a key ingredient of a quality education, scholarly discourse, and reflection. Faculty, staff, and students alike benefit from learning to function within a setting that allows or demands that one adapt to the complex social structures of having to learn from, teach or work with those who are not like oneself.

**Best Practices In Recruiting and Retaining Under-Represented U.S. Minority Faculty:
A handbook for institutional leaders and faculty search committees at the University of
Minnesota**

Office for Equity and Diversity, 2012:4

Illusions and Realities

Diversity is an issue that comes up in every search. **Building a diverse pool of candidates requires conscious effort from the very beginning of the process.** It is too late to discuss diversity when and if you are asked, “Why are there no women or underrepresented minorities on your short list?” Frequently, search committees answer such questions by claiming that “there were few women or minority applicants” or “there were no good ones.” But a goal of every search should be to ensure that there are outstanding women and minority candidates in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity (*UC Berkeley Search Guide for Ladder-Rank Faculty Recruitment Policies, Procedures, and Practices*, Office for Faculty Equity and Welfare. November 2013: 25). People harbor several myths about hiring and diversity. Some of the most common are:

“We are focused on quality as our criterion for hiring. Adding diversity means compromising quality.”

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases. By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or minority candidates, quality will increase, not decrease. Furthermore, remember that the best candidate has skills and talents that will benefit many aspects of the university, including its students and faculty. Diverse faculty members can enhance the educational experience of all students, an important goal of the university (UC Berkeley: 25).

“Relatively few qualified women or minority candidates are available, and these are highly sought- after, so we are unlikely to recruit them.”

Although the availability of women and minorities varies across fields, in many areas we are currently hiring well below that availability. Research shows many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions. Institutions do not seem to be “fighting over” a few candidates. Search committees have every reason to expect to be successful in finding qualified women and minority candidates for their pool (UC Berkeley: 26).

“The problem will solve itself as more women and minorities move through the pipeline and the ‘old guard’ retires. (Corollary: we really don’t have to do anything new or different now).”

Although the number of minorities and particularly women obtaining Ph.D.s and entering the workforce has steadily increased over the last several decades, hiring and advancement of these groups has not kept pace. Faculty who are being hired are still disproportionately white males, and business as usual is not solving the problem (UC Berkeley: 26).

It is very important that every person hired knows that they were hired because they were the best person for the job. Ensuring that the pool is large and diverse also means that the best candidate for the position will be more likely to be from a group that may have been under-represented in the past (*UCLA Faculty Search Committee Toolkit*, Diversity and Faculty Development. February 2014: 14).

Countering Selection Bias

Assumptions Influence the Review Process. We all like to think that we are objective scholars who judge people based entirely on their experience and achievements, but research on bias in selection shows that every one of us brings a lifetime of experience and cultural history that shapes the review and evaluation process.

The results from studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions

ADVICE FOR MINIMIZING THE INFLUENCE OF BIAS AND ASSUMPTIONS

- **Strive to increase the representation of women and minorities in your applicant pool.** Research shows that gender assumptions are more likely to negatively influence evaluation of women when they represent a small proportion (less than 25%) of the pool of candidates (Heilman).

- **Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation.**

Experimental studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduces prejudicial behavior (Devine et al.).

- **Develop evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.**

Research shows that different standards may be used to evaluate male and female applicants and that when criteria are not clearly articulated before reviewing candidates evaluators may shift or emphasize criteria that favor candidates from well-represented demographic groups (Biernat and Fuegen; Uhlmann and Cohen).

- **Spend sufficient time (at least 20 minutes) evaluating each applicant.**

Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings (Martell).

- **Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree granting institution or postdoctoral program.**

Studies have found significant patterns of difference in letters of recommendation for male and female applicants (Trix and Psenka).

- **Be able to defend every decision for eliminating or advancing a candidate.**

Research shows that holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of bias and assumptions (Foschi).

Women in Science and Engineering Leadership Institute (WISEL), University of Wisconsin-Madison, 2006.

Common Shortcuts

Short cuts can lead to biased assessments in evaluation if we are not motivated to avoid them and skilled in doing so. These shortcuts can lead to erroneous conclusions that underrepresented candidates are unqualified or a bad fit.

- ◆ **Cloning** –Replicating oneself by hiring someone with similar attributes or background. Also refers to undervaluing a candidate’s research because it is not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and breadth of *approaches* and *perspectives* in research, teaching and service.
- ◆ **Snap Judgments** – Making judgments about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate “the best” and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. Often occurs when the hiring process feels rushed.
- ◆ **Fit/Bad Fit** – While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease one feels.
- ◆ **Negative Stereotypes** –Characterized by presumptions of incompetence. The work of women and underrepresented minorities is scrutinized much more than majority faculty, at all stages of academic career.
- ◆ **Positive Stereotypes** – Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over and success is assumed. Also called the “original affirmative action” because dominant group members are automatically presumed qualified and thereby given an unearned advantage.
- ◆ **Elitist Behavior** (also called “Raising-the-Bar”) – Increasing qualifications for women and minority candidates because their competency doesn’t strike committee members as trustworthy. Down- grading the qualifications of women and minorities, based on accent, dress, and demeanor. In short, uneven expectations based on a candidate’s social identity.
- ◆ **Wishful Thinking** – Insisting racism, sexism, and other forms of prejudice no longer exist.
- ◆ **Euphemized Bias:**
 - Visionary: Members of dominant groups are evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and their track record only. For example: “He has vision” or “She lacks vision.”
 - Star: Used when the speaker is an infatuated fan of the candidate under consideration. When you hear it, ask the speaker to explain their use of the term and support it with evidence. For example: “She’s not a star” or “It’s clear he’s a rock star.”
 - Committed, single-minded focus or hard-worker: These terms could be cloaking a bias against caregivers, those faculty members who cannot depend on what Williams (2000) calls a “flow of family work” which allows ideal workers to log long hours in the office while still having their material needs met.

Adapted from Joann Moody, Rising Above Cognitive Errors: Guidelines to Improve Faculty Searches Evaluations and Decision-Making (2010)

www.engr.washington.edu/lead/biasfilm This document was last updated on 4/4/2011

PART TWO: Search Protocols
Best Practices for Dominican University

PREPARING FOR THE SEARCH

Authorization:

The first step in conducting an inclusive and equitable search within the contexts of the university's mission and strategic goals is to secure authorization to conduct the search through the process established by the Office of The Provost and effective beginning with the 2015-2016 academic year.

Academic units, programs, or departments seeking authorization to hire a new colleague for a full-time faculty position (whether tenure-track or non tenure-track or visiting; and whether a replacement or a new line) should make the case for the desired position by providing to the fullest extent possible the information requested here. All requests should be submitted to the Office of the Provost through the appropriate dean; however, departments and programs should ordinarily take the lead in providing their dean with the appropriate documentation.

This process intends to ensure transparency and equity in making responsible strategic decisions to sustain the quality and balance of Dominican University's faculty. This template facilitates the decision-making process by encouraging each unit to make the strongest evidence-based case possible for each full-time faculty position. *It may not be necessary to respond to all of the questions for some requests.* However, successful case statements will provide evidence and information consistent with strategic planning priorities and grounded in enrollment data, program reviews, assessment reports and/or other resources that clearly support the need for the position within both programmatic and university contexts. *(Links to some key Institutional Research reports/resources are embedded within this template to facilitate access.)*

Please make each case as concisely as possible within the format of this template. If more information is needed, it will be requested. **To ensure full consideration, requests should be submitted by the appropriate dean to the Office of the Provost no later than 30 September 2015 for 2016-2017 hires.** This means that departments and programs should provide case statements to their dean earlier to allow for consultation.

(Requests for 2017-2018 hires will be due no later than 15 June 2016.)

It is understood that situations may arise that require decisions outside of the timeline or protocols defined through this authorization process and that the Provost may exercise discretion in such cases, always transparently and in consultation with key stakeholders.

Examples of such situations would include, but may not be limited to, an unexpected faculty resignation or an opportunity to hire a distinguished visiting faculty member (with minimal budgetary implications).

The case statement for authorization to fill a full-time faculty position follows on pages 12, 13, and 14.

**Case Statement for Authorization to
Fill a Full-Time Faculty Position
(August 2015)**

Date: _____ Prepared by: _____

College or School or Unit : _____ Department: _____

Is this request for a replacement position _____ or for a new position or line _____?

Anticipated starting date: _____ Rank
requested: _____

9-month appointment: _____ 12-month appointment _____
Other: _____

Tenure-Track Non-Tenure Track Visiting

Please offer a brief rationale for the kind of appoint requested here, amplifying that rationale as appropriate in responding to the subsequent questions.

Anticipated salary range (*to be completed by the dean*): _____

Please provide a brief **preliminary position description** (approximately 100 words). If this position is approved, a fuller description, suitable for posting and recruitment advertisements must be developed, using a standard template consistent with Dominican's academic search toolkit.

Please respond to the following nine questions within the space of approximately three additional pages or less. Not all responses need be of equivalent length. In fact, you may, at your discretion, indicate that one or more question does not seem applicable to this particular request.

- 1. MISSION, DIVERSITY, AND STRATEGIC PRIORITIES:** How would filling this position contribute to the mission of the university and the particular academic unit in which it would reside? How would filling this position advance the university's commitment to diversity and inclusive excellence? How would filling this position advance some specific strategic planning priorities?

- 2. ACCREDITATION:** Please explain any ways in which this position would contribute to meeting the expectations or requirements of an accrediting body (such as, for example, AACSB).

- 3. DU PROGRAM REVIEW AND ASSESSMENT:** Please explain if there are ways in which filling this position responds to needs and/or recommendations emerging from Dominican's program review process.

- 4. ENROLLMENT:** How would filling this position be consistent with recent, current, and projected enrollment patterns? In responding to this question, please draw upon relevant data such as number of majors, credit hours taught by current faculty members, curriculum changes. Interpret this evidence within the contexts of current or emerging curriculum or course maps, as well as the current cohort and expertise of faculty in this discipline and, of course, any anticipated changes to that cohort.

- 5. CORE CURRICULUM:** How might filling this position contribute to the delivery of Dominican's core curriculum, including, but not only the LAS seminars? (If not applicable to this particular position, simply offer a brief comment.)

- 6. INTERDISCIPLINARY AND COLLABORATIVE PROGRAMS:** How might filling this position contribute to other academic units or curricular initiatives /innovations across the university? If the case for this position is being made across units (which is not a requirement), please explain the strategic planning that informs this request and any details about shared expectations and accountability.

7. BALANCE OF FULL-TIME AND ADJUNCT FACULTY: How would filling this full-time position advance Dominican’s goal of increasing the number of courses taught by full-time faculty within the contexts of educationally and fiscally sound employment of adjunct faculty members?

In making the case for a full-time position, provide patterns of evidence about how many courses—and what kind of courses—have been taught by adjunct faculty over the past several years. It may also be helpful to document the relative availability of qualified adjuncts to teach certain courses in order to make the case for an additional full-time position.

8. TIMELINE: If this position is authorized, what would be the projected timeline shaping the search process? You may wish to indicate the dates of professional meetings critical to the recruitment process. And/or you may wish to indicate the latest date at which a search for this position could be launched with a high probability of success.

9. CONTEXTS FOR SUCCESS: Please comment briefly on the following logistical matters. (These responses are for planning purposes and will not ordinarily be determining factors in whether or not the position requested is approved):

- Do we currently have an office that could be assigned to this position or would we need to allocate new space?
- Do we currently have appropriate laboratory or studio space to support this position’s scholarly and creative work or would accommodations need to be made?
- Do we currently have appropriate library resources to support this position?
- Can we anticipate any additional funds or resources necessary to foster success in this position (for example, research funds or support for a visa or green card)?

Developing Position Descriptions:

Among the most useful resources for developing effective position descriptions reflecting genuine commitments to diversity, equity, and inclusion is Chapter Two of *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring* (by Vicker and Royer, 2006).

Copies of this chapter, "Profiles and Position Descriptions," are available through the Office of the Provost.

Here are some examples of language to incorporate in position descriptions to make clear that :

contributions to diversity and equal opportunity are valued:

- The department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity in higher education.
- The school/department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service.
- The school/department is interested in candidates who have engaged in service towards increasing the participation of individuals from groups historically under-represented in higher education.
- The school/department is interested in candidates who have a record of success advising individuals from groups underrepresented in higher education.
- The school/department is interested in candidates who will bring to their research the perspective that comes from a non-traditional educational background or understanding of the experiences of those under-represented in higher education.
- The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity (UC Berkeley: 19).

Search committees may also include a more substantive statement of the department's interest in diversity-related research, teaching or service in the body of the advertisement.

- We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.
- Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.
- The Department is particularly interested in candidates who have experience working with students from a diverse background and a demonstrated commitment to improving access to higher education for disadvantaged students.
- Experience in mentoring underrepresented populations in STEM fields is desired. (UCLA: 13)

Proactive language can be included as a specific job qualification or as a summary statement at the end of job announcements. Examples of specific job qualifications and summary statements include the following:

- Successful candidates must be committed to working with diverse student and community populations. (UCLA: 13)
- The University is committed to building a culturally diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal.
- The campus is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service (*Faculty Recruitment Toolkit*, University of Washington: NP).

Although the above phrases are useful when recruiting U.S. citizens, departments should be aware of special international requirements. For example, should the successful candidate be a foreign national, any "preferred" statements in the ad will be held as "required" by Federal and State agencies determining qualifications for permanent residency. Therefore departments must carefully consider how the specific qualifications apply to the position and include only those criteria to which candidates will actually be held. (UW)

Consider including statements in the search language that signal interest in faculty diversity. For example:

- The College has a strong commitment to the principles of diversity and to maintaining working and learning environments that are free from all forms of discrimination.
- In support of its commitment to inclusive excellence through diversity and equity, the University strongly encourages applications from members of underrepresented groups.

It is also possible to request that applicants address their commitment to diversity in their letter.

- Applicants should describe how diversity issues have influenced and/or been a part of their teaching, research, and/or outreach.

Guidelines for Advertising Open Positions

Open positions should be advertised nationally by whatever means appropriate. Create two job descriptions – a long version that includes all information you think necessary to fully address all dimensions of the position and our community for online posting, and a short version (around 320 words) for publication nationally. The Dean, the Office of Human Resources, and the Chief Diversity should be consulted and will assist the committee with advertising. Committees are expected to advertise through venues that focus on the intentional recruitment of underrepresented groups, as well as venues that focus on the specific discipline for the open position

Examples of Venues for all Disciplines

[Academic Diversity Search](#)

[The Chronicle of Higher Education](#)

[Diverse Jobs](#)

[Higher Ed Jobs](#)

[Hispanic Outlook](#)

[Inside Higher Ed](#)

[Journal of Blacks in Higher Education](#)

[Latinos in Higher Ed](#)

[Minority Post Doc](#)

[Women in Higher Education \(WIHE\)](#)

[Tribal College: Journal of American Indian Higher Education](#)

[Recruiting Resources for Search Committees – WISELI](#)

Examples of Venues for Specific Disciplines

[American Indian Science and Engineering Society
\(AISES\)](#)

[Association for Women in Science](#)

[Association for Women Geoscientists](#)

[Association of Black Sociologists](#)

[Association of Women Soil Scientists](#)

[National Association of Black Social Workers](#)

[National Association of Hispanic Nurses](#)

[National Association of Puerto Rican/Hispanic Social
Workers Newsletter](#)

[National Association of Ethnic Studies Job Boards](#)

[National Black Nurses Association](#)

[National Organization For The Professional Advance-
ment Of Black Chemists and Chemical Engineers](#)

[**Society for the Advancement of Chicanos and Native**](#)

Other Useful Resources

[CIC Doctoral Directory](#)

[Directory of Ford Foundation Fellows](#)

[Recruiting Resources for Search Committees – WISELI](#)

Search Committees

Ordinarily, a search committee should consist of five to seven members, and should include at least one representative from outside the department, school, or program conducting the search. Search committees should always be constituted in consultation with the dean and in light of the principles of inclusion outlined in this toolkit.

During the search process, committees are expected to consult with stakeholders, including faculty, students, staff, alumni, and community members as appropriate.

Appoint a Diverse Committee: The search committee should include members with a demonstrated commitment to increasing equity and access in higher education. Whenever possible, the search committee should represent a diverse cross section of the faculty or academic staff, including men and women, and majority and minority group members.

Research has shown that a diverse search committee is more likely to yield a robust candidate pool. *If there is a lack of diversity among department or school faculty, the unit should consider inviting faculty from related departments or schools to serve* (UC Berkeley: 5).

Avoid Conflicts of Interest on the Search Committee: It is important to avoid potential conflicts of interest when selecting members of the search committee and also when confronted with situations with individual applicants (UC Berkeley: 5).

After the committee has been established, *set forth a consistent protocol for handling difficult situations of a real or perceived conflict of interest.* These include when a student collaborator, former student, friend or close colleague, or someone related to a committee member applies for the position. Ideally these situations can be anticipated ahead of time and the affected individual can choose not to sit on the particular search committee. In other cases, it is appropriate for the committee member to disclose the relevant information and recuse himself or herself from committee deliberations about the individual (UC Berkeley: 6).

Designate and Document (through a signed form) an Equity Advocate: Select one member from the search committee, ordinarily NOT the chair, to serve as the equity advocate. The main role of the diversity advocate is to advise the committee on best practices to promote equity and inclusion (UC Berkeley: 6).

Prepare and Support the Committee: Adequate preparation is also important to an effective search. The department chair or dean of the school should refer all search committee members to this guide, and ask them to review it prior to commencing the search process. ***All members of the search committee should be trained in best practices for search committees.***

The chair of the search committee will set-up a time for the training which all committee members are expected to attend. ***The date of this training should be documented in writing through a signed form.***

Review Research on Bias and Assumptions: Many research studies demonstrate that well intentioned people show biases in evaluating candidate qualifications. Understanding the nature of such biases and implicit assumptions may reduce the impact of irrelevant factors in the faculty selection process. Therefore, time should be spent educating search committee members about research on unconscious bias and cognitive errors in selection processes.

How to Avoid Having Active Recruitment Efforts Backfire: All faculty candidates wish to be evaluated for academic positions on the basis of their scholarly credentials. They will not appreciate subtle or overt indications that they are being valued on other characteristics, such as their gender or race. It is important that contacts with candidates for faculty positions focus on their scholarship, qualifications, and potential academic role in the department or school (UC Berkeley: 6).

Best Practices for Preparing for Search Committee

The chair of the search committee will set-up a time for the training which all committee members are expected to attend. The training will be provided by a team developed by the Offices of CDO, HR, and Provost, and include tools like the “*Interrupting Bias in the Faculty Search Process*” film and facilitation guide (University of Washington ADVANCE Center for Institutional Change). Training will include:

- institutional commitment to diversity and mission;
- resources and tools for inclusive searches;
- proactive search procedures and information on applicable labor laws;
- research on selection bias;
- a review of data on availability pool.

The Role of the Equity Advocate

The Equity Advocate emerges from the search committee. Ideally, one member of the search committee will be selected to serve as the equity advocate. If no one from the committee is able to serve as the equity advocate, an additional member may be appointed to the committee to serve this role.

The Role of the Equity Advocate in the Faculty Search Process. Provide advice as needed to the chair/dean and to the search committee to ensure that contributions to diversity are being considered and that proactive search practices are used for recruiting and selecting new faculty. The equity advocate will be trained in best practices and supported by the Office of the Provost, the Office of Human Resources, and the Office of the Chief Diversity Officer in collaboration with the Dean and/or Department Chair.

Chairing an Effective Committee

In order to minimize conflict and increase the productivity of search committee meetings, it is essential to establish processes, ground rules and evaluation criteria at the first meeting, before any applicant materials are reviewed. Discuss how the committee would like to conduct its business:

- ◆ How will committee discussion be recorded?
- ◆ What are the rules of discussion, including how will disagreements be handled?
- ◆ Require that statements made about candidates be backed up by fact.
- ◆ How will the committee decide who is invited to campus?
- ◆ How will candidates be presented to the faculty?
- ◆ What is the end product of the Search Committee's work?

In order to maintain a fair, equitable and legal search process, it is important that the same evaluation criteria be applied to all candidates. Adding "special" or additional criteria for one candidate and not for another in the midst of the process is not equitable.

In order to develop evaluation criteria, the committee should refer to the position announcement and the job description. Use these documents to form the basis for evaluation criteria before you begin reviewing applicants (*UCLA Faculty Search Committee Toolkit*, Diversity and Faculty Development. February 2014: 9).

Consider developing the following tools for consistency:

- a candidate evaluation tool with agreed upon criteria. Consider quantifying evaluations.
- a list of standard questions.
- a standard campus visit schedule and pre-visit checklists. What would an ideal schedule for the day look like, and with which offices do visits need to be scheduled?
- a standard information package for candidates (UCLA: 9).

Establish a process for managing rumors. Discuss confidentiality issues with committee members and faculty members in the department.

Organizational Dysfunctions, Cognitive Errors, and Unsound Evaluations

Overloading and rushing the committee Inadequate
time to prepare or to execute with care

No coaching and no practice for the committee

Failure to consult relevant parties

No ground rules

Absence of reminders and checklists

Lack of attention to internal and external monitoring/accountability Lack
of debriefing and systematic improvement

Whenever possible relieve committee members of some of their routine duties Avoid
assigning search or evaluation assignment as an overload to regular work.

Faculty Diversity: Removing the Barriers Joann Moody, 2012:16-2

Develop Evaluation and Selection Criteria for the Search

Prior to beginning the search, determine evaluation and selection criteria that are job related and taken from the position description. Choose selection criteria that can be consistently applied to all candidates, and consider quantifying your evaluations. (UC Berkeley:13)

Consider the following questions when determining your criteria:

- Research area (e.g., department or school needs)
- Research productivity
- Vision of the research to be conducted next 5 years
- Participation in research community
- Interest and ability to develop a new research area
- Experience working with diverse students
- Demonstrated ability to teach specific content
- Demonstrated ability to develop courses
- Demonstrated knowledge of effective pedagogy
- Recognition of work (e.g., awards)
- Evidence of interest in undergraduate and graduate (as appropriate) education
- Communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues
- Demonstrated ability to be a conscientious community member
- Letters of reference (UC Berkeley:13).

Dos and Don'ts for Selection Criteria

- *The search committee should rely on evidence in the discussion of candidates' qualifications.*

Statements about candidates should be supported by materials in the candidate's file. If other evidence is brought into play, via speaking with a candidate at a conference or speaking with a candidate's faculty advisor, the committee should try to collect similar evidence on all candidates, particularly at the short list level of evaluation. For example, if a committee member has heard about a candidate from a faculty colleague, the committee should reach out to faculty advisors of other short listed candidates as well.

- *The Search Committee should not use criteria that are difficult to defend with evidence.* Be able to explain your decision for rejecting or retaining a candidate based on evidence in the candidate's file that follows agreed upon evaluation criteria.

- *The Search Committee ordinarily should not use years of experience since Ph.D*, or anything age-related as a criterion.* If the criterion is education in a specific, recently developed sub-discipline, state the criterion in terms of the sub-discipline, not years since degree, or in terms of rank (e.g., associate professor). **An exception to this principle applies in searches designed and budgeted to recruit a new colleague at an advanced rank.*

- *The Search Committee should not require uninterrupted periods of employment.* Such a requirement may adversely affect women in their childbearing years and persons with medical conditions or disabilities. (UC Berkeley: 14)

Reviewing Applicants and Interviewing Candidates

Create a broad and inclusive pool.

- **Make personal calls to encourage potential underrepresented candidates to apply for the position.**
- **Expand your usual list of contact departments and schools to a broader range of institutions, including Historically Black Colleges and Hispanic serving institutions.**
- **Attend conferences that provide opportunities to recruit a diverse pool of applicants and include contacts with organizations serving underrepresented groups in the field.**
- **Approach and/or interview candidates at professional meetings or conferences and encourage them to submit an application.**
- **Search for individuals with non-traditional career paths who may have taken time off for family reasons (e.g., to provide care to children, a disabled family member, or elderly parents) or who have achieved excellence in careers outside academe (e.g., in professional or industry service).**
- **Ensure that your recruitment and application process is accessible to individuals with disabilities.**

Reviewing Applicants

- **Be able to explain every decision for rejecting or retaining a candidate by asking committee members to back up their statements with evidence not opinions.**
- **Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.**
- **Debrief as a committee after each search or evaluation to gain lessons learned for future searches. (UCLA: 25)**

- Remember that during the interview process the candidate is also evaluating the search committee and the university, as well as being evaluated. Devise questions based on the job-related criteria by which the candidate will be evaluated. The questions should be agreed upon by the committee and the same questions asked of all candidates, enabling comparative judgments to be made.
- Each candidate should be given the same access to information about the department and the campus and experience a similar introduction and interview process. For example, if one candidate is escorted or picked up from the airport by a search committee member, then all candidates should be.
- Give each candidate the opportunity to talk with others not on the search committee and not in the department about gender and climate issues. Treat female and minority faculty applicants as scholars and researchers, not as female or minority scholars and researchers. Provide information to all candidates about the process, your schedule for filling the position, and when they can expect to hear from you again (UCLA: 19)

Use the position description as a guide throughout the entire recruitment process.

Examples of an Opening Statement and Open-ended Interview Questions “Dominican University values diversity among faculty, staff and students and we have made a commitment to promoting and enhancing diversity. We believe that a shared commitment to teaching, research and service within a diverse environment fosters collegiality and advances our central mission. We would like you to discuss your experience with and views regarding diversity.”

- What do you see as the most challenging aspects of an increasingly diverse academic community?
- What have you done, formally or informally, to meet such challenges?
- How would you incorporate diversity into your course offerings?
- How have you worked with students and others to foster the creation of climates receptive to diversity in the classroom, in the curriculum, in the department?
- How have you mentored, supported or encouraged students on your campus? What about minority, women, differently-abled or international students?
- In what ways have you integrated multicultural issues as part of your professional development?

Avoid illegal and discriminatory questions.

It is unlawful to ask questions related to age, race, color, religion, national origin, citizenship, physical disability, sex, marital status or sexual orientation. Do not inquire about marital status, economic status, medical condition, military service, and parenthood or childcare arrangements. While it is important to help make the candidate feel comfortable, avoid even casual conversation that touches on inappropriate topics or inquiries that are illegal in an interview context. Such discussions could be misinterpreted by the candidate. This includes discussions that occur in social settings during the interviewing process (UCLA: 19)

Campus Visits (finalists)

Avoid tokenism. Anyone would appreciate an invitation to *join* a diverse faculty far more than an invitation to *create* diversity in a department. Recognize, appreciate, and celebrate the diversity that *already* exists among your colleagues; they surely differ in terms of economic background, age, social class, religion, politics, or other important criteria even if they look a lot alike. Recognize that a candidate who looks different might be a mainstream voice just as often as they are an “outsider,” or vice versa.

Spend quality time with each candidate you invite to campus. Candidates who visit will want to imagine what their lives would be like if they joined your department. Learn their individual interests, preferences, and concerns. Don’t assume that every Latina wants to research immigrant communities, or that every Chinese person you interview wants to go to a Chinese restaurant for dinner. And don’t assume that they don’t. Getting to know your finalists well enables you to communicate the top candidate’s priorities succinctly and confidently to your dean as she sets out to secure them for the position.

Make sure that your best students spend quality time with your applicants, too. Interesting and enthusiastic students can help attract interesting and enthusiastic faculty; diverse students can help attract and retain a more diverse faculty.

**Interview Dos & Don'ts Under
Federal Law**

| TOPIC | What may be asked | What may not be asked |
|---|---|---|
| <i>Aae</i> | None. | Age, date of graduation How old are you? What is the date of your birth? When did you |
| <i>National Origin</i> | Whether person is eligible to work in the U.S. | Any question about citizenship. Where were you born? Are you a US citizen? |
| <i>Disabilities</i> | Questions about ability are appropriate. Are you able to perform the essential function of the job with or without accommodations. | Questions about disability are not appropriate Do you have a disability? What is the nature or severity of your disability? Do you have a health condition? Do you require accommodations? Why are you in a wheelchair? |
| <i>Relationship & Family Status</i> | May inform candidate that information regarding university family policies and pregnancy services available and then refer Candidate to appropriate campus resources. What kind of child care arrangement do you | Questions about relationship/ marital status, child care, children or Are you married? Where does your spouse work? What are the ages of your children, if any? have? |
| <i>Race & National Origin</i> | None | Any question about lineage, ancestry, national origin, descent, parentage, or nationality of parents or spouse; applicant's native language. |
| <i>Religious & Spiritual Tradition</i> | None | Questions about religious affiliation Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holi days observed. Avoid any questions regarding organizations and/or affiliations that would identify religion. Any question about sexual orientation. Are you gay? |
| <i>Sexual Orientation</i> | None | Any questions about type of discharge status. |
| <i>Military Service</i> | Questions about education and experience Acquired in the military that relate to a Particular job. | |

WISELI, Stanford University, and UCLA

Tips for Interviewing Applicants with Disabilities

In addition to being uncertain about what questions may and may not be asked when interviewing an applicant with a disability, interviewers are often unsure of “disability etiquette” when interacting with people who have disabilities. These guidelines are provided to improve communication and interactions.

When interviewing an applicant with any disability

Don't ask: “What happened to you?” or “Do you have a disability?” or “How will you get to work?”

Don't ask questions phrased in terms of disability: “Do you have a medical condition that would preclude you from qualifying for this position?”

Don't ask: “How often will you require leave for treatment of your condition?” However, you may state the organization's attendance requirements and ask if the applicant can meet them.

Don't try to elicit the applicant's needs for accommodation. The interview should focus on whether the candidate is otherwise qualified for the job in question. Focus on the applicant's need for accommodation ONLY if there is an obvious disability, or if the applicant discloses a disability or need for accommodation.

Do ask job-related questions: “How would you perform this particular task?”

Sensitive to cultural differences, offer to shake hands.

Do not avoid eye contact, but don't stare either.

Treat the applicant as you would any other adult – don't be patronizing. If you don't usually address applicants by their first name, don't make an exception for applicants with disabilities.

If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but don't assume it will necessarily be accepted. Don't automatically give assistance without asking first.

Whenever possible, let the applicant visit the actual workplace.

When interviewing an applicant who uses a wheelchair

Don't lean on the wheelchair.

Be sure to speak and interact at eye level with the applicant if the conversation lasts more than a couple of minutes.

Don't push the wheelchair unless you are asked to do so.

Keep accessibility in mind. Is that chair in the middle of your office a barrier to a wheelchair user? If so, move it aside.

Don't be embarrassed to use such phrases as, “Let's walk over to the cafeteria.”

Searching for Excellent & Diversity: A Guide for Search Committees
WISELI

Evaluating Candidates

Does the candidate:

- Satisfy requirements for the position as advertised?
- Demonstrate the potential to be successful in the promotion and tenure review?
- Have teaching experience with diverse populations?
- Have scholarly expertise related to diversity in the discipline?
- Add intellectual diversity to the University community?
- Bring life experiences that will benefit an increasingly diverse student body?
- Demonstrate special talents and knowledge needed to serve as a mentor and role model for students in underrepresented groups?
- Alleviate underutilization within the college/school?
- Alleviate underrepresentation within the department?
- Enhance the central mission and core values of Dominican University?

See page 33 for a [Sample Candidate Evaluation form](#).

Conducting Reference Checks

Reference checks are a critical part of the selection process.

There are two primary reasons to conduct reference checks:

1. Employers need to be able to demonstrate that they have made reasonable efforts to find out about a future employee's previous work performance. Employers who don't do their best to check references can be held liable if the candidate hired has known violent tendencies or other tendencies that could have been discovered through reasonable efforts, especially if those tendencies result in threats or injuries to others in the new workplace.
2. Employers can minimize the risk of hiring an employee who won't be able to succeed in the new job if they take the time to try to find out about previous job performance. The best predictor of future performance is past performance. Even if it proves difficult to obtain information from previous employers, the prospective employer can still demonstrate that a good faith effort to check references was made.

Reference checks may be conducted relatively early in the hiring process to assist in identifying a smaller group of finalists, or at a later stage, to help select one candidate from among finalists, or after a final selection has been made, but before an offer of employment, as a means of verifying job-related information.

Don't just rely on letters of reference or personal references provided by the job applicant. A telephone reference check takes less time than a written reference check and usually more information is gained. Forms rarely uncover negative information. Employers hesitate to put into writing what they may say in a conversation. Try to contact the same number of references for all candidates. Ask the candidate if there is anyone you should not contact and why you should not contact this person.

Ensure that all references are individuals who have worked with the candidate in a professional capacity or who have knowledge of the candidate's skills, abilities and performance record. When calling an applicant's reference: identify yourself immediately; tell the reference about the position for which the applicant is being considered. Verify dates of employment, titles, educational credentials and licenses. Ask only job-related questions and document all answers. Avoid questions that can be answered with only a "yes" or "no." Instead, ask open-ended questions such as "Describe the applicant's ability to..."

- Develop a standard set of questions to be asked of all references, based on the requirements for the job. Job related questions are the key to a good reference check.
- Follow-up questions may be asked, but must be job-related. Remember that the illegal questions used for interviewing also pertain to reference checks.
- The most important question to ask is whether the previous employer would rehire the applicant you are considering. If you get no other response, try to get this question answered.
- Search Committees and/or hiring officials should check the references of an internal candidate in the same manner as any other applicant, including contacting current and former supervisors.
- Always check more than one reference. It is permissible to contact references other than those provided by the applicant, but again, applicants should be so informed.

Documenting the Search through Data

Search Records. Remember that information received including all correspondence, itineraries, notes and advertised position announcements remain a part of the search record for a period of no less than two years.

Faculty Retention. Keep your expectations realistic. One woman can't advise all of the female students in your program. One person of color can't serve on all the committees on which you'd like your department to be represented as "diverse." One person can't instantly diversify your faculty, let alone your student body. The Chair needs to help new faculty members balance teaching, service, and research activities in accordance with your departmental and university standards. Help them use their limited energies efficiently on one or two high-profile committees that relate to their own personal or professional interests (and not just to their physical characteristics).

Provide one-on-one mentoring. From their first day on campus, new faculty should have an individual long-term mentor on the tenured faculty to help frame strategic decisions (how to establish a cycle of courses, where and when to publish), and, even more importantly, to help identify and communicate the unspoken rules and customs that govern teaching in your university. This is vital for newcomers who define themselves or are defined by others as different or diverse. A mentor who's a cultural "insider" can help clarify customs and expectations before problems arise (APCG YEARBOOK 2007).

PART THREE:

Appendices

SEARCH COMMITTEE PRACTICES TO ENABLE EQUITY

Search Committee Composition

- Include faculty who are committed to diversity and excellence.
- Ensure that women and minorities have equal opportunity to serve on search committees.
- Include faculty members from other fields to enhance equity and create a more explicit and open discussion.

The Interview

- Avoid illegal and discriminatory questions.
- Use a standard protocol for each campus visit.
- Give candidates the opportunity to talk with others – not the search committee and not even in the same department – about gender and climate issues.
- Provide information about family friendly policies and partner hiring to all candidates.

Job Description/Position Announcement

- Include language that expresses an interest in candidates who will advance our commitment to diversity.
- Broaden the job description to attract the widest possible range of qualified candidates.
- Advertise in venues that reach women and underrepresented minorities, such as special subgroups of professional organizations or focused conferences.
- Note in the ad that DU has family friendly policies.

Active Recruiting

- Go beyond the ‘usual’ range of institutions from which you recruit.
- When contacting colleague, specifically ask for recommendations of candidates from groups that are underrepresented in your department, in addition to other recommendations.
- Consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- If multiple searches are taking place in your department, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants.
- Consider hiring outstanding former students after they have had experience elsewhere.

Evaluating Candidates

- Self-Correction – be aware of the possibility of your own unconscious bias.
- Agree upon evaluation criteria and ground rules for the search committee and stick to them.
 - Agree on rules of discussion and how to handle disagreement.
 - Agree on a method for determining who will be invited to campus.
- Develop evaluation and interview tools to enable consistency.
- Slow down.
 - Make time to review the entire application.
 - Look for non-stereotypical evidence.
- Calibrate the committee.
 - Review and discuss one or two CVs before beginning the review process.
- Do not rank immediately.
 - Consider alternatives to rank ordering, such as summaries of each finalist or creating multiple lists.
- Insist on the evidence.
 - Require faculty members to back up statements and opinions with facts and evidence.
 - Avoid speculation or “crystal ball gazing.”

Top Ten Tips
Searching
for Excellence and Diversity

- Build a diverse committee and ensure that all members understand the committee’s role in the search process.
- Build rapport among committee members by creating an environment of collegiality, respect, dedication, and open-mindedness.
- Establish expectations and ground rules for such items as attendance, active involvement, decision-making, confidentiality, treatment of candidates, and more.
- Air views about diversity, discuss ideas about excellence, and develop a shared understanding of what diversity and excellence mean for a particular search.
- Recruit a diverse applicant pool by searching broadly and inclusively. Save sifting and winnowing for later.
- Recruit diligently by making personal contact with potential applicants, advertising in publications targeted to underrepresented groups, and communicating with organizations and people who can refer you to potential applicants.
- Learn about research on unconscious or implicit biases and assumptions and their influence on evaluation of applicants.
- Question the objectivity of your own judgments and learn about other ways to mitigate bias. Implement policies and practices that can reduce the influence of unconscious or implicit bias.
- Ensure that every candidate interview-whether hired or not-is respected and treated well.

- Maintain communication with all final candidates until an offer is accepted.

Sample Candidate Evaluation Form ⁹

This form offers a method for departments and schools to evaluate faculty candidates. It is meant to be a template for departments and schools that can be modified as appropriate. The proposed criteria are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name: _____

Please indicate which of the following are true for you (check all that apply):

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Read candidate's CV <input type="checkbox"/> Read candidate's scholarship <input type="checkbox"/> Read candidate's letters of recommendation <input type="checkbox"/> Attended candidate's job talk | <ul style="list-style-type: none"> <input type="checkbox"/> Met with candidate <input type="checkbox"/> Attended lunch or dinner with candidate <input type="checkbox"/> Other (please explain): |
|--|---|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Potential for (Evidence of) scholarly impact | | | | | |
| Potential for (Evidence of) research productivity | | | | | |
| Potential for (Evidence of) research funding | | | | | |
| Potential for (Evidence of) collaboration | | | | | |
| Potential (Demonstrated ability) to attract and supervise graduate students | | | | | |
| Potential (Demonstrated ability) to teach and supervise undergraduates | | | | | |
| Potential (Demonstrated ability) to be a conscientious university community member | | | | | |
| Fit with department's strategic priorities | | | | | |
| Ability to make positive contribution to department's climate | | | | | |

Other comments?

⁹ Source: ADVANCE, Univ of Michigan. <http://umich.edu/~advancet/>

SAMPLE LETTERS

Acknowledging Receipt of Application Materials

This is to acknowledge receipt of your application for the position of (Name of Position) in the (Name of Department, College, or Division) at Dominican University. We are currently reviewing applications and expect to schedule interviews in the next couple of weeks. I will notify you of your status after the initial screening of applications.

Thank you for your interest in the position. We appreciate the time you invested in this application.

Response to Applications Received After the Deadline

Thank you for your interest in the position of (Name of Position) in the (Name of Department, College, or Division) at Dominican University. Because your application was received after the deadline, I regret to inform you that we are no longer accepting applications. If the position is announced again in the future, I encourage you to reapply at that time.

Best wishes for a successful job search.

Response to Qualified Applicants not Selected to Interview for the Position

The Search Committee for the position of (Name of Position) in the (Name of Department, or Division) at Dominican University has met to review the credential of the applicants. The Committee has studied your application with great care. Nonetheless, the Committee has judged that your background and experience does not correspond fully to the University's needs at the present time.

We appreciate your interest in Dominican University and wish you well in your professional and career development.

Reasonable Accommodation Paragraph

[If a letter is used as part of the interview scheduling process, add the following paragraph.]

It is the policy of the <insert unit or department> to provide reasonable accommodations for qualified persons with disabilities who are employees or applicants for employment. If you need assistance or accommodations to interview because of a disability, please contact me <insert address or telephone number of the person signing the letter>. Employment opportunities will not be denied to anyone because of the need to make reasonable accommodations to a person's disability.

Applicant Not Selected/Will Not Be Interviewed

Thank you for applying for the advertised <insert advertised rank> position in the <insert department> at Dominican University.

We appreciated the opportunity to review your credentials and interest. We have narrowed our search to a smaller number of applicants. Although we have made the decision not to proceed further with your application, we wish you well in your professional endeavors.

Qualified Finalist Not Selected (at end of search)

Thank you for visiting the Dominican University to interview for the <insert advertised rank> position in <insert discipline>. [Personalize by commenting on a particular, non-evaluative feature of the visit.]

After careful deliberation about the candidate who best fits our current campus and department needs, we have completed our search. While we have made the difficult decision to select another candidate, we would like to express our appreciation for your time and your interest throughout the search process.

Best wishes in all your professional endeavors.