



HANDBOOK FOR **Faculty Searches and Hiring**



PREPARED BY THE UNIVERSITY OF MICHIGAN OFFICE OF THE PROVOST IN CONJUNCTION WITH THE ADVANCE PROGRAM

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I. INTRODUCTION

Hiring and retaining exceptional academic colleagues is one of the most important things we do as faculty members. We value the University of Michigan's stimulating, welcoming, and diverse environment, and we want to continue to attract world-class artists, scholars, and students. Thus we must actively recruit talented colleagues, not just during formal searches, but at every opportunity: socially and professionally, one-on-one and via affinity groups, at conferences, and while performing field work.

Efforts to recruit, retain, and promote diverse faculty have produced slow and uneven results. This has been the case both nationally and at the University of Michigan. Since the summer of 2002, initially under the auspices of the

U-M's NSF ADVANCE grant, the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee has given presentations to search committees and other interested faculty and administrators aimed at helping with the recruiting and retention of women and other minorities underrepresented among the faculty (e.g., racial and ethnic minorities, sexual minorities, people with disabilities). This Handbook for Faculty Searches and Hiring is designed to integrate and summarize the recruitment and hiring practices that have been identified nationally and by the STRIDE committee as effective, practical, and fair. This faculty recruitment handbook has been updated regularly and this revision was completed in the summer of 2018. The present version incorporates valuable material from

the Office of the Provost Academic Affairs Faculty Hiring Manual developed in 2013 by a committee whose members included Lester P. Monts, Derek B. Collins, Alan V. Deardorff, Carmen R. Green, S. Jack Hu, Maya Kobersy, Carla O'Connor, Catherine Shaw, Anthony Walesby, and Gretchen Weir. This document is a combined product of the ADVANCE Program and the Office of the Provost committee, and supersedes all previous faculty recruitment handbooks. It reflects our collective best judgments about best practices. The Handbook for Faculty Searches and Hiring will be reviewed annually and updated as needed to respond to relevant new research findings.

The STRIDE committee is composed of a diverse group of senior faculty who are able to advise individuals and departments through presentations, detailed and targeted advice, or focused discussions as needed on hiring practices aimed at increasing both the diversity and excellence of the



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faculty. Although STRIDE was initially focused on faculty in science and engineering, in 2006 the Provost expanded its portfolio to include all schools and colleges in the University. Several times a year STRIDE offers a workshop for search committee members and other faculty entitled “Workshop on Faculty Recruitment for Diversity and Excellence.” The most recent PowerPoint slides for the presentation are accessible at the following URL:

advance.umich.edu/stride

After several years of experience with the STRIDE committee and several other related activities, ADVANCE was able to report real progress in the recruitment of women in each of the three colleges that employ the largest number of scientists and engineers at the University (College of Engineering, LSA Natural Sciences, and Medical School Basic Sciences). Before STRIDE began, the average rate of hiring new women faculty in STEM fields was 13% (as a proportion of all new faculty hired). In the years since STRIDE began (AY2003–2016), the rate has averaged 31% (a statistically significant increase). While many factors no doubt contributed to departments’ or programs’ willingness and ability to hire more women, STRIDE is the intervention that most directly provided ideas, tools, and best practices to aid in recruitment.

Moreover, some particular departments have reported especially rapid progress. For example, before the ADVANCE Program, the U-M Chemistry Department’s average representation of women in their applicant pool (1998–99 to 2002–03) was 10%. After the ADVANCE Program and the Department’s adoption of “open searches,” the average representation of women in the applicant pool rose to 18%. The percentage of underrepresented minority faculty also increased from 2% in AY2001 to 11% in AY2017. In the Department of Astronomy, the number of women on the tenure track increased from 0 in AY2001 to 5—or 26%—in AY2017. Rates of underrepresented minority faculty did not change over this same time period but were relatively high (11% in AY2017). Both departments—which participated actively in ADVANCE programs and employed recommended hiring practices—have become nationally recognized for the outstanding quality and diversity of their faculty hiring during this period.

The larger context for faculty hiring activities includes both national and federal mandates, state legal constraints, and University commitments. As then-President Coleman stated in her remarks to the community after the 2006 passage of Michigan’s Proposal 2, “The University of Michigan embraces, promotes, wants, and believes in diversity.” Laurita Thomas, Associate Vice President for Human Resources, expressed

the following views in a letter to the U-M community:

“...The passage of Proposal 2 does not change our commitment, nor does it alter our employment practices or the protections and requirements of various federal and state laws including the Civil Rights Acts of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, and Michigan’s Elliott-Larsen Civil Rights Act, which prohibits a wide array of discrimination extending far beyond issues of race and gender.

“We must continue to work diligently to recruit and retain the best faculty and staff by creating a community that seeks, welcomes, and defends diversity. We will do so in compliance with state and federal laws, and federal law requires that we continue to take affirmative steps (known as affirmative action) in our employment process in order to adhere to the equal employment opportunity and affirmative action provisions of Executive Order 11246 regarding race, gender, color, religion, and national origin required of all federal contractors. Proposal 2 specifically states that it does not prohibit actions that are required to establish or maintain eligibility for any federal program, if ineligibility would result in a loss of federal funds to the state.” Specifically, the document explains that this means that:

- The University’s nondiscrimination policy remains in full force and effect (see SPG 201.35 spg.umich.edu/sites/default/files/201x35.pdf).
- A host of federal and state civil rights laws, including those discussed above, continue to be in effect and applicable to the University.
- The University must continue to adhere to all the requirements of Executive Order 11246.
- As it relates to the employment process, Executive Order 11246 requires all federal contractors, such as U-M, to take affirmative steps to ensure its employment process is fair and equitable and offers equal opportunity in hiring and employment. The types of affirmative steps required include a focus on recruiting and outreach, such as casting the widest net possible when conducting an employment search.
- Executive Order 11246 also requires that federal contractors not discriminate against job applicants or employees.
- The University’s standard statement in employment ads, “A Non-Discriminatory/ Affirmative Action Employer” or similar language such as “Affirmative Action/Equal Opportunity Employer” is required by Executive Order 11246 and must continue to be used.

Further information regarding the University's nondiscrimination statement, its employment diversity, and its affirmative action obligations can be obtained from the Office of Equity Civil Rights Title I (ECRT).

ecrt.umich.edu

This handbook is designed to provide guidance on how to recognize and recruit outstanding colleagues. Its techniques will increase the probability of identifying and attracting the best candidates, while helping us, as representatives of the University, demonstrate and articulate U-M's values. Research shows that diversity, academic excellence, and enhanced student learning are so closely linked that we should hire and retain excellent faculty from a diverse array of backgrounds and experiences whenever possible. Whether you are involved in a formal search or recruiting in other ways, it is important that you provide opportunity to all applicants, including scholars and artists from underrepresented groups.

The process that meets our need for excellence also addresses our desire for inclusiveness. This manual outlines the multiple steps of the process:

- Initiating the Search Process
- Committee Activity Before the Search Begins
- Recruiting Activities During the Search
- Handling Campus Visits
- Final Stages of the Search Process: Negotiating the Offer
- Getting Off to a Good Start
- Evaluating the Search

This manual also contains three appendices consisting of a sample search committee charge, resources for active recruiting, and a reading list containing pertinent articles grouped by category.

This manual is not meant to supersede the existing procedures in any particular school or college but rather to encourage consistent and good practices across campus. The workshops provided by STRIDE are an important and useful complement to the information provided here.

Nearly all schools and colleges mandate STRIDE workshops for chairs and/or search committee members, a practice we recommend.

II. INITIATING THE SEARCH PROCESS

The composition of the search committee, the charge to the search committee, and the definition/description of the faculty position are factors likely to have consequences for the outcome of the search. It is important that these issues be addressed deliberately and early. ADVANCE Program leadership is happy to meet with department chairs or other decision-makers to help think through issues associated with the composition of, and charge to, the search committee.

Composition of the Committee

- Search committees should include members with different perspectives and expertise, and with a demonstrated commitment to diversity.
- Search committees should include women and underrepresented minorities whenever possible. Note, however, that women and minorities are often asked to do significantly more service than majority males, so it is important to keep track of their service load, free them from less significant service tasks, and/or compensate them in other ways.
- It is often helpful to appoint some search committee members from outside the department.

Defining the Position

- Define the position in the widest possible terms consistent with the department's needs. Aim for consensus on specific specialties

or requirements, while planning to cast the hiring net as broadly as possible. Make sure that the position description does not needlessly limit the pool of applicants. Some position descriptions may unintentionally exclude female or minority candidates by focusing too narrowly on subfields in which few specialize.

- Consider as important selection criteria for all candidates (regardless of their own demographic characteristics), the ability of the candidate to add intellectual diversity to the department, to work successfully with diverse students and colleagues, and to mentor diverse students and junior colleagues.
 - If women or minority candidates are hired in areas that are not at the center of the department's **historical** focus and interest, they may be placed in an unfavorable situation. It is important to carefully think about how the department will support not only the individual, but also the

development of that person's area within the department. Consider "cluster hiring," which involves hiring more than one faculty member at a time to work in the same specialization.

- Establish selection criteria and procedures for screening, interviewing candidates, and keeping records before advertising the position (see Appendix 2 Applicant Evaluation Tool and Appendix 3 Interview Evaluation tool).
- Make sure that hiring criteria are directly related to the requirements of the position, clearly understood, and accepted by all members of the committee. Ensure that criteria will not be assessed in terms of a single limited indicator and that committee members recognize the inevitable measurement uncertainty that is associated with any given indicator.
- Get committee (and if appropriate, departmental) consensus on the relative importance of different selection criteria. Plan to create multiple short lists based on different key criteria. (See "Creating the Short List," in section IV, below.)

Posting the Position

The job posting is the committee's—and the University's—first opportunity to clearly communicate about the position to the wide range of candidates it hopes to attract. First impressions are important. Make sure the announcement is clear, accurate, and welcoming.

Many schools and departments advertise openings in the *Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, *Journal of Blacks in Higher Education*, and major journals in their field. Most fields have resources—listservs, email groups, etc.—that can help you identify or reach diverse qualified candidates.

Language for Announcing Positions

Proactive language can be included in job descriptions to indicate a department's commitment to diversity. This may make the position more attractive to female and minority candidates. Examples include:

- "The college is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community."
- "The University is responsive to the needs of dual career couples."
- "Women, minorities, individuals with disabilities, and veterans are encouraged to apply."
- "The University of Michigan [or school/college/department] seeks to recruit and retain a diverse

and diverse scholarly community of the University, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning."

- "The school/department is interested in candidates who have demonstrated commitment to excellence by providing leadership in teaching research or service toward building an equitable and diverse scholarly environment."
- "We will consider applicants knowledgeable in the general area of xxx. There are several broad areas of interest, including [several named]. In general, we give higher priority to the overall originality and promise of the candidate's work rather than to the sub-area of specialization. XXX University is an equal opportunity/affirmative action employer and is committed to increasing the diversity of its faculty. We welcome nominations of and applications from anyone who would bring additional dimensions to the University's research, teaching and clinical mission, including women, members of minority groups, protected veterans, and individuals with disabilities."
- "The University of Michigan is committed to fostering and maintaining a diverse work culture that respects the rights and dignity of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, gender expression, height, weight, marital status, disability, medical condition, age, or veteran status. The University of Michigan is supportive of the needs of dual career couples and is an Equal Opportunity/ Affirmative Action Employer."

The race and/or gender of candidates may not be factors considered in hiring decisions, but search committees may indicate an interest in service, research, or other factors that contribute to intellectual diversity or the ability of the unit to meet the needs of diverse students.

The Importance of Dual Career Considerations

Dual career considerations are important to many of our faculty candidates. Our data show that men and women ask for dual career assistance at similar rates. To alert candidates to our interest in helping qualified spouses and partners find appropriate positions, you might consider including the following statement in the ads for positions: "The University is responsive to the needs of dual career couples."

Details are listed below and can be found at the following URL: <https://careercenter.umich.edu/article/dual-career-couples>

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Age	None.	Questions about age, date of birth, requests for birth certificate.
Arrests/Convictions	May ask if any record of criminal convictions and/or offenses exist, if all applicants are asked.	Inquiries regarding arrest record.
Height and Weight	None.	Inquiries about the applicant's height or weight.
Citizenship	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen or what citizenship the person holds.
Education	Inquiries about degree or equivalent experience.	None.
Disability	May ask about applicant's ability to perform job-related functions.	Question (or series of questions) that is likely to solicit information about a disability.
Marital or Parental Status	Whether applicant can meet work schedule or job requirements. Should be asked of all genders.	Any inquiry about marital status, children, pregnancy, or child care plans.
National Origin	May ask if legally authorized to work in this specific position if all applicants are asked.	May not ask a person's birthplace; if the person is a U.S. citizen; questions about the person's lineage, ancestry, descent, or parentage; how the person acquired the ability to speak/read/learn a foreign language.
Personal Finances	None.	Inquiries regarding credit record, owning a home, or garnishment record.
Photograph	None.	Any inquiry for a photograph prior to hire.
Political Affiliation	None.	Inquiries about membership in a political party.
Organizations	Inquiries about professional organizations related to the position.	Inquiries about personal or professional organizations suggesting race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status.
Race or Color	None.	Comments about complexion or color of skin.
Religion	Describe the work schedule and ask whether applicant can work that schedule. Should be asked of all applicants.	Inquiries about religious preferences, affiliation, denominations, church, and religious holidays observed.
Sex and Gender	None.	Inquiries regarding gender, gender expression or gender identity.
Sexual Orientation	None.	Comments or questions about the applicant's sexual orientation.

At the same time, it is critical that all search committees recognize that it is inappropriate and illegal for individuals' marital or family status to affect evaluation of their application. Knowledge—or guesses—about these matters may not play any role in the committee's deliberation about candidates' qualifications or the construction of the short list. All committee members should recognize this and help maintain a proper focus in committee deliberations, but the committee chair has a special responsibility to ensure that the discussion excludes any inappropriate considerations.

The U-M Human Resources and Affirmative Action website includes a chart comparing legal questions with discriminatory questions (see p 8).

Regardless of candidates' personal characteristics (and without knowing anything about an individual's partner or family status), one feature of the University environment that is likely to be important and attractive to all candidates is its promotion of a humane work setting. As you provide that information to all candidates, keep these considerations in mind:

- While it is common for academics to be partnered with other academics, academic women are more likely to be partnered with other academics than academic men are. This means that disadvantages that affect two-career academic couples have a disproportionate impact on women.
- At the same time, recognize that there is variability among women in their personal and household circumstances. Do not assume one household type (e.g., a husband and children) applies to all women.
- Make sure everyone on the search committee has a good working knowledge of the U-M's dual career support programs. Consult the Provost's Office for further information. Information is also available online at [provost.umich.edu/programs/pfip.html](https://www.provost.umich.edu/programs/pfip.html). This site provides online resources for dual career partners seeking employment. Other documents are available by contacting the Provost's Office.
- Procedures vary somewhat in each school and college, so search committee chairs should consult their department chairs about the correct procedures they should follow.

- Provide all candidates with copies of dual career resources, which are also available online: <https://www.provost.umich.edu/programs/dual-career>
- Address perceptions that Ann Arbor, as a small city, offers limited opportunities for a candidate's spouse or partner. Make sure candidates know about the diverse employment possibilities their partners might find not only at the University, but also throughout Ann Arbor and in the larger Southeast Michigan area. The Dual Career office can provide helpful information about Ann Arbor and surrounding communities. (See contact information above.)
- Identify someone in the department or outside it who can offer to have a confidential conversation (one not to be conveyed to anyone else in the department) with candidates about these issues. This person should be well-informed about all programs supporting faculty members' families, and willing to describe or discuss them with candidates, without transmitting information about the candidate's personal circumstances to the department or the search committee. For example, the College of Engineering offers all candidates the opportunity to meet with a faculty member outside of the unit to have these discussions.
- If a candidate does ask for help finding a relevant posting for a spouse or partner, follow the procedures appropriate to your school or college to arrange interviews or other opportunities for the spouse or partner as early in the hiring process as possible. Your department chair is the best source on this, but it is always possible to get information and assistance from the Dual Career Coordinator in the Provost's office.
- As noted in other places within this handbook, make sure all applicants for faculty positions are provided with information about the University's family friendly policies.

**The ADVANCE Program
can be reached by email at:
advanceprogram@umich.edu**

Person-Specific Faculty Hiring

The hiring procedure most familiar to faculty involves a search process, initiated with definition of a “position,” posting of an ad for that position, and formal applications reviewed by a search committee that is appointed to do that job.

In contrast, person-specific faculty hiring involves consideration of a faculty appointment at any rank for an individual which did not arise in response to a job application or a posted position. Person-specific hiring occurs most often at the University of Michigan in the context of (1) consideration of faculty partners for dual career positions; (2) faculty appointments after special postdoctoral programs aiming at faculty appointments (President’s Postdoctoral Fellowship Program (PPFP), Society of Fellows, Psychology’s Diversity Postdoc Program; National Center for Institutional Diversity (NCID)); and (3) Provost’s Faculty Initiative Program (PFIP) positions, sometimes referred to as “target of opportunity” positions.

Each of these circumstances is slightly different, but all of them share the feature that the candidate is not evaluated in the context of a pool of applicants for that exact position. Moreover, in each case, the department would need to obtain a waiver of posting requirements from the relevant HR office, as set forth in SPG 201.22. See spg.umich.edu/policy/201.22. In addition, hiring for person-specific positions typically does not have a conventional timeframe dictated by the norms of the discipline or the timing of the posting of the ad; nor does it have a preexisting plan for the funding of the appointment. Although there are many resources to help with that funding, it must be arranged, and normally some part of it comes from the unit.

Person-specific hiring is undertaken, however, with the same long-term goal and expectation as other faculty hiring: that any individual hired is brought into a unit (or in the case of joint appointments, multiple units) as a full member, because of the belief that the individual can make a meaningful contribution as a faculty member. Therefore, the unit(s) must be prepared to take on responsibility for addressing that person’s needs for support and development like those of any other faculty member at a similar rank.

General Principles

Three primary principles underlie good unit practices in considering individuals for person-specific hires:

1. **Transparency and consistency.** The unit has developed clear, transparent processes for handling hiring of this sort, which are accepted by the faculty. Ideally, these processes should be discussed and developed before any candidates are identified. Wherever possible these processes should mirror those of hiring through the conventional search process.
2. **Respectful processes.** All discussions about the potential hire should be undertaken with the same concern for a respectful assessment of a potential colleague that would be present in any search, and all interactions with the potential hire should convey that tone of respect.
3. **Equal treatment.** Every stage in the process should be undertaken with the potential outcome in mind that the individual under consideration might become a colleague in the department, one who deserves to be accorded the same credibility and respect as any other member of the faculty.

The different circumstances that lead to person-specific consideration, and the wide diversity of micro-cultures within the University make it impossible to recommend particular practices for all units. However, optimal kinds of practices are associated with the different stages in the process.

Practices at Each Stage in the Process

Identifying the candidate

This stage depends on the type of candidate. Sometimes individual candidates may be proposed from inside the unit (e.g., for PFIP, for special postdocs, or some dual career opportunities), or from outside (as for some dual career opportunities). Units should be prepared for both kinds of situations, and should recognize the potential value to the department of both kinds of opportunities. In addition, sometimes units create a standing or ad hoc ‘search’ committee that scans the field for promising candidates for one of these programs. Identity characteristics (such as race, ethnicity, sex, gender identity, gender expression, or other characteristics listed in the University’s nondiscrimination policy statement) must never be a factor in identifying a candidate for consideration for person-specific hires.

¹The PFIP program is described this way: “The Provost and Executive Vice President for Academic Affairs provides supplemental resources to help schools and colleges and other academic units to hire and retain faculty with a commitment to diversity, equity and inclusion through scholarship, teaching and/or service; to assist the dual career partners of tenure track and tenured faculty; and to respond to unique opportunities. Funds may be available to help units recruit or retain tenure-track faculty or to develop specific programmatic areas (e.g., cluster hiring).” Further information is here: provost.umich.edu/programs/pfip.html

Unit consideration of the candidate

As noted above, units should develop a standard procedure for consideration of such candidates that is already in place before such a candidate is considered. It is best if more than one person is involved in making such decisions. For example, in some units a standing review committee can evaluate all candidates who arise in this person-specific fashion; others may find that it's better to appoint an ad hoc review committee composed of individuals well qualified to assess the particular candidate's potential. If the candidate might be appropriate for a joint appointment with another unit, it is important to bring that other unit into the process as early as possible.

In either case, the committee should be consulted about the potential candidate's suitability for full consideration by the unit. This decision would normally be based on some—but perhaps not a great deal—of information: certainly at a minimum a CV. The review committee should either be charged to make the decision about a full review, or should make a recommendation to another departmental body, such as an executive committee, for that decision.

Assuming the decision is to move ahead with a full review, the unit would collect the normal materials for a full dossier for review (including information about diversity and inclusion activities, scholarship, teaching and service, and letters of recommendation). If there is considerable time pressure, this may happen at the same time as a visit. However, time pressure is often detrimental in these processes, and it may benefit all concerned to schedule a visit only after an initial committee review and appropriate departmental procedures establish that a visit is warranted. Communications, in this and other stages, should always be directly with the candidate (e.g., not through partners in the case of a dual career situation).

Engaging the Provost's Office (if PFIP) or Dean's Office (if not PFIP)

It is often best to bring these offices (as appropriate) into the conversation at the very beginning, so they are aware of the possibility of a request for help in making a person-specific hire. Indeed sometimes units are able to work with these offices to develop a person-specific hiring strategy in advance, so there is some assurance of funding at the outset of the process. In any case, these offices must be contacted by the time a decision has been made to move ahead with considering a candidate for a visit. The Dean's or Provost's office should be informed and engaged with the unit's reasoning about the appointment.

Visit Arrangements

Candidates for person-specific hiring should be brought into the unit for a visit organized in precisely the same way as any other candidate to the unit, even if they are already on campus or in Ann Arbor. The visit should be announced in the same manner, they should meet the same people, participate in the same kinds of activities (job talks publicized in the usual manner and taking place in the usual location, chalk talks where appropriate, meetings with students and faculty, tours of the space and campus, meals with faculty and students, etc.), and be evaluated by the same processes.

Deliberation Procedures

Ordinarily the same procedures for decision making used for other faculty searches (e.g., having the "review committee" make a report, executive committee approval, department vote, etc.) should be followed.

In any faculty review process, individuals use many different standards in evaluating candidates for positions. In the case of person-specific hires, some faculty may be tempted to suggest particular standards they believe are appropriate to this kind of consideration but which are not broadly accepted by the faculty. Therefore, it is important for the department to have established understanding and norms about these issues. For example, a unit may be willing to consider dual career appointments (either for their own faculty hires or for other units') because it recognizes both their importance for faculty recruitment and retention campus-wide, and that they present unique opportunities to augment the strengths of the department. If it has been decided to consider such appointments, then the fact that "we wouldn't have searched for someone in this area" is not germane to appointing the person. Equally, our uncertainty that "this person might not have risen to the top of a national pool" cannot be relevant (since it is an uncertainty that cannot be addressed). Instead, a more appropriate benchmark may be: does this person meet our standard for a colleague in the department (someone who would add to the department in some ways)?

In the cases of PFIP and postdoc hiring, units may want to use a different standard than for dual career hires, but the unit should in advance adopt a clear set of criteria about what that standard is. For example, for junior hires, the standard in many units is that the candidate seems likely to be able to meet our criteria for tenure within the probationary period. In others, explicit comparison with some known pool of applicants for other positions (as by a standing committee) may be appropriate. But in general, wherever the goal is to bring new and diverse capacities into the department, departments should not rely on conventional metrics that may not have previously produced diversity in the past (such as high rates of publication in mainstream journals—often enabled by high-powered mentors at prestigious institutions), but instead rely on metrics that value the capacity to make new and important contributions.

Negotiating the offer

If the decision by the unit is to extend an offer, the goal is to hire a colleague who will thrive here. For that reason, negotiation should aim—like that for all faculty hiring—to maximize conditions for the individual's success. It should also be conducted in a fashion that communicates respect and consideration for the individual, including attention to a reasonable timeline similar to that followed in standard searches (or explicit and regular communication about causes of any unusual delays). It is critically important once the decision to make an offer has been made to communicate frequently with the candidate about the process of producing the formal offer.

III. COMMITTEE ACTIVITY BEFORE THE SEARCH BEGINS

The search committee, and/or a larger group in the department, should engage in a relatively extended review of the wider context of the discipline, as well as the department's own past history of searching and hiring, before beginning a new search. Some departments or schools may have good representation of women and minorities, but lack representation of other groups. In the case of a department or school that has had limited success in any particular group, the department is more likely to be able to achieve a different outcome if it has some understanding of factors that that may have played a role in limiting its past success.

Creating a large pool of qualified candidates is the single most important step in conducting a successful search. Search committee members must take an active role in identifying and recruiting candidates and not leave a stone unturned in seeking out excellent candidates.

Reviewing the National Pool

- Take steps to identify the national “pools” of qualified candidates for the field as a whole and for subfields in which you are considering hiring. Subfield pools are sometimes quite different from overall pools. ADVANCE Program staff are willing and able to assist you in identifying field and subfield pools.
- Identify any institutions or individuals that are especially successful at producing doctorates and/or postdoctorates from groups that are underrepresented in your department. Recruit actively from those sources as well.
- Find out how many members of underrepresented groups in your field have been brought to campus for interviews in your field in previous searches.
- If members of underrepresented groups have been hired in recent searches, ask the search committees, the department chair, and the recently hired faculty themselves how they were successfully recruited.

Reviewing Past Departmental Searches

- Find out how many members of underrepresented groups in your field have applied for past positions in your department, as a percentage of the total applicant pool.



- If members of underrepresented groups in your field have been offered positions but have turned them down, attempt to find out why they have turned them down. Do recognize that many candidates are less than candid in talking with colleagues in the same field. ADVANCE does conduct exit interviews with faculty who leave positions at U-M annually and updates its report of themes identified in that report. Since these interviews are confidential, results specific to any individual or field cannot be divulged. However, you may find the annual report of campus-wide results, available online here advance.umich.edu/research, will help you identify relevant issues. Be sure, in any case, to listen for potential insights into departmental practices that might have been a factor in candidates' decisions. Stories that appear to be highly individualized at first may reveal patterns when considered in the aggregate.
- Find out what has happened to members of underrepresented groups in your field who were not offered positions in previous searches. Where are they now? Does it appear that evaluation bias may have interfered with the assessment of their likely success?
- If no members of underrepresented groups in your field have been offered positions in recent searches, consider redefining departmental evaluation systems in ways that might better take strengths of all candidates into account. Consider, too, whether positions have been defined too narrowly. If candidates have been ranked on a single list, consider using multiple ranking criteria in the future.

Initial Discussions of the Search Committee

- Review the charge to the committee, including legal requirements and documentation (see Appendix 1 for a sample).
- Identify the tasks to be completed by the committee and set up a meeting schedule.
- Establish committee expectations regarding confidentiality and attendance.
- Decide what role, if any, internet searches are to play in the selection process and determine how equity and privacy concerns can be addressed if they are used or considered.
- Determine materials to be submitted by candidates; with the aim of ensuring that candidates will have the best opportunity to make a case for what they could contribute.
- Identify ways in which the committee as a whole will ensure that affirmative action is properly addressed and that diverse candidates are encouraged to apply.
- Verify that its charge includes particular focus on equitable search practices, and the goal of identifying outstanding candidates, including outstanding women and underrepresented minority candidates for the position.
- Articulate the fact that diversity and excellence are fully compatible goals and can and should be pursued simultaneously.
- Identify selection criteria and develop the position description prior to beginning the search.
- As is consistent with federal affirmative action obligations, at the beginning of the search establish plans to actively recruit women and underrepresented minorities into the applicant pool if they are otherwise likely to be underrepresented in the pool.
- Be sure that all members of the search committee understand the potential role that evaluation bias could play to produce an unfair and inequitable search process.
- Review practices that will mitigate the kinds of evaluation biases that social science research has demonstrated result in unfair evaluations for women and minority candidates.
- Charge the search committee with customizing the candidate evaluation tool for that search (perhaps with discussion of overall emphases, relative importance of different criteria).
- Have the department or school faculty discuss and approve the candidate evaluation tool's list of criteria before the search starts.
- Include a checklist of responsibilities for search committee chair and for department chair (including ensuring the above practices are followed and ensuring that inappropriate discussions are prevented or addressed).
- Include discussion of how the plans to represent the school's or department's commitment to and strategies for hiring and advancing diverse faculty are integrated into the hiring process. This may be of particular concern for departments that have few or no women or underrepresented minority faculty. In these cases, it is crucial to develop long-term strategies for recruiting diverse faculty that go well beyond any single search. For example, the department might consider inviting women or minority faculty to give talks and then inviting them to apply for positions the following year.
- Remind committee members that the ADVANCE Program is available to consult as questions arise throughout the search process.

Issues to Cover in the First Search Committee Meeting

I. Introductions

II. Charge (the following provided merely as examples)

- a. Review essential characteristics of the position with the expectation that the committee will fine tune the position description. These might include:
 - i. Distinguished or promising record of scholarship; success in core academic functions (research and teaching); need to avoid overreliance of single indicators of excellence
 - ii. Tenurable at professor level (if applicable)
 - iii. Strong administrative experience and skills (if applicable)
 - iv. Commitment to diversity, equity, and inclusion, core values of the University
 - v. Ability to mentor diverse students and junior colleagues
- b. Set a clear expectation that the committee will cast a broad net for prospective candidates (national / international search).
- c. Detail the required outcome, e.g., "We have been asked to provide our recommendation of a single candidate for the department to hire" OR "we have been asked to provide a ranked list of the top 2 or 3 candidates for the department to discuss" OR "We have been asked to recommend an unranked list of 3–4 candidates. Because the committee is advisory, the candidates recommended to the Dean must be unranked."
- d. The Dean/Department Chair would like recommendations by [date].

III. Staff Support

[Name] has been assigned to provide staff support for the search. She/he has experience staffing searches and will provide a full range of support to help guide the committee through the search process. [Name], who is also a veteran of a number of searches in our office, will be assisting [Name] as needed.

IV. Process

- a. Outline time frame and frequency of meetings as well as expectations concerning attendance and confidentiality.
- b. Discuss what materials will be requested and where they will be kept.
- c. Discuss process to be used to set criteria for job posting.
- d. Discuss process the committee will use to generate short list/interview/campus visit candidates and campus visit candidates for approval.
- e. Discuss the role that evaluation bias can play in searches, and the specific steps the committee will take to mitigate it.
- f. Decide what role, if any, internet searches are to play in the selection process and determine how equity and privacy concerns can be addressed if they are used.
- g. Discuss any approvals, such as approval to interview, that the committee must seek before proceeding.
- h. Remind committee members that internal candidates, if there are any, should be treated the same as external candidates.
- i. Discuss how the search will be concluded.

Diversity statements.

Along with information on teaching and scholarship, many units at U-M and across the country now ask for a diversity statement. This is an opportunity for the applicant to discuss their potential for (or record of) contributing to diversity, equity, and inclusion in higher education. Such a statement could be encouraged, welcomed, or required as part of the formal application, either as a separate statement or integrated into existing components. Some U-M units requiring such a statement have reported that excellent candidates with significant and broad diversity commitments were identified and hired, and that the statement raised awareness among search committee and department as to the impact of the applicant's work.

If such a statement is to be requested, search committees and departments should discuss in advance the criteria to be used to evaluate the information. For example, does the candidate show a commitment to teaching and mentoring students from broadly diverse demographic and social backgrounds? What is the evidence for that commitment? Search committees and departments should also understand that the candidate's own identity characteristics (race/ethnicity, gender, etc.) are not relevant to this assessment and may not be considered in evaluating a candidate's demonstrated commitment to diversity, equity, and inclusion.

IV. RECRUITING ACTIVITIES DURING THE SEARCH

Broadening the Pool

- As noted under “person specific hiring,” the University of Michigan’s Provost’s Faculty Initiative Program (PFIP) provides supplemental resources “to help schools and colleges and other academic units to hire and retain faculty with a commitment to diversity, equity, and inclusion through scholarship, teaching, and/or service; to assist the dual career partners of tenure track and tenured faculty; and to respond to unique opportunities.” This program can help you recruit and retain faculty who are both excellent and committed to diversity, equity, and inclusion. Consult the Provost’s office for further information:
provost.umich.edu/programs/pfip.html.
- View your committee’s task as including a process of generating a pool rather than merely tapping it. This may be accomplished by having committee members attend presentations at national meetings and develop a more diverse list of potential future candidates based on those meetings. Candidates identified in this way may be in any field, not necessarily the one targeted for a particular search. In fact, the department may consider creating a committee to generate exceptional candidates for targeted recruitment outside of subfield-defined searches. In addition, the committee may consider issuing promising candidates invitations to visit U-M informally to present research before those individuals are ready for an active search. Cultivating future candidates is an important activity for the search committee to undertake, and may require that the search have a longer time horizon than is typical (one academic year).
- If your department is a significant source of qualified applicants nationally, consider setting aside the traditional constraint against “hiring our own.” It may be important, if your department or related ones at U-M is a significant producer of the pool, to avoid unduly constraining the search to those trained elsewhere.
- Keep in mind that some highly ranked eminent universities have only recently begun actively to produce women and minority PhDs. Therefore, consider candidates from a wide range of institutions.
- Consider the possibility that individuals, including women and underrepresented minorities, who have excelled at their research and teaching in departments less highly ranked than U-M’s may be under-placed and might thrive in the University of Michigan research environment.
- Consider reopening or intensifying the search if the pool of applicants does not include any female or minority candidates who will be seriously considered by the search committee.



Join Us

Using Active Recruiting Practices

- Place announcements using electronic job-posting services, websites, listservs, journals, and publications, particularly those targeted at diverse groups such as minority and women's caucuses or professional networks in your discipline. (Several resources are listed below.)
- Make personal contacts, including women and minorities, at professional conferences and invite them to apply.
- Ask faculty and graduate students to help identify strong candidates, including women and minority candidates.
- Contact colleagues at other institutions to seek nominations of students nearing graduation or others interested in moving laterally, making sure to request inclusion of minorities and women.
- Identify suitable faculty at other institutions, particularly women and minority faculty who may currently be under-placed, and send job announcements directly to them.
- Contact relevant professional organizations for rosters listing women and minorities receiving PhDs (or other relevant degrees) in the academic field.

Be aware that most academic fields have resources—listservs, email groups, etc.—that can help you identify or reach qualified women and minority candidates. Either seek these out on your own, or request assistance from advanceprogram@umich.edu in identifying them. Appendix 2 presents a list of active recruiting resources.

How to Avoid Having Active Recruitment Efforts Backfire

Women and minority faculty candidates, like all 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. Women candidates and candidates of color already realize that their gender or race may be a factor in your interest in their candidacy. It is important that contacts with women and minority candidates for faculty positions focus on their scholarship, qualifications, and their potential academic role in the department.

Conducting a Fair Selection Process

Documenting the Search

Systematic tracking of the committee's interaction with applicants is not only helpful to the committee during the search, but the resulting records may be useful in the future.

- Develop a standard form that summarizes each candidate's progress during the search process (e.g., nominated, applied, reviewed, failed to meet minimum qualifications, shortlisted, interviewed, eliminated, etc.).
- Create a physical and/or electronic file for each candidate who meets the objective criteria established by the committee to hold their materials, recommendations, interview notes, and records of communications. (See below for maintaining appropriate contact with candidates.)
- Provide a secure location for files to ensure confidentiality throughout the search, such as a password-protected website to track candidates, their status, and associated materials.
- Maintain official minutes of search committee meetings. These can be brief, but they should document general criteria established by the committee and their decision-making process.
- Keep copies of letters and advertisements, especially those efforts made to recruit women and underrepresented minority candidates.
- Ensure that each applicant receives a Self-Identification Form to be returned to the Office for Institutional Equity. (See hr.umich.edu/working-u-m/management-administration/records-management/human-resources-administrative-forms.) This form offers the applicant the option of reporting their gender, ethnicity, and race. OIE uses these data to evaluate the success of the committee's efforts to generate a diverse pool. Contact your school or college for information about how this form should be distributed.
- Ensure consistency of evaluations, interviews, and reference checks by developing standard forms and standard questions for these activities.
- Ensure that documentation provides rationales for search committee decisions and recommendations. This can be as extensive as notes to the candidate files, or as brief as a line in committee minutes (e.g., "The committee decided to limit interviews to those candidates having more than ten years of teaching experience"). Notes should indicate specific job-related reasons for selection or non-selection.

Communicating Promptly and Courteously with Candidates

Ongoing communication is vital to the success of the current search and to future searches. Our treatment of applicants, even those we do not wish to interview, should demonstrate the values of the University of Michigan and our respect for current and potential colleagues. Slow or sloppy communication can create a negative impression of the department, school, or University as a whole.

- Respectful communication and complete confidentiality are very important throughout the search
- Keep all candidates informed in a courteous and timely manner about the progress of the search
- Craft courteous form letters
- Notify candidates who were eliminated at the outset of the search because they do not meet minimum requirements; express appreciation for their interest in U-M
- Make timely requests to internal and external colleagues for nominations
- Send thank you messages upon receipt of nominations
- Send communications to nominees encouraging them to apply (include position description)
- Send timely acknowledgments of receipt of applications and/or other materials
- Send timely notification to candidates who are no longer being considered; provide feedback on their application, if appropriate, and thank them for their interest in U-M
- Engage in prompt follow-up with finalists after campus visits
- Make timely and courteous requests for references
- Keep the “short list” of candidates up to date on the status of the search, but they should not be told that another candidate has been offered the job until the finalist has accepted the department’s offer

Reviewing Applications with Objective Criteria

As you begin to evaluate applicants, be aware of conscious and unconscious biases that may exist, including those below, which have been identified by psychological research:

- We often judge people based exclusively on our own experience.
- We tend to favor people who look like us or have other experiences like our own.
- We need to consider the experience and needs of our diverse student population.

- Women and underrepresented minority candidates are penalized disproportionately if reviewers do not allocate adequate time (15–20 minutes) to reviewing their CVs.
- Be sure to consider whether you are using evidence to arrive at your evaluations/ratings.

There is a large body of work on how unconscious biases influence judgments when reviewing scientific work and job candidates. Examples include:

- The STRIDE Committee’s website is a helpful resource for PowerPoint slides, resources, and tools: advance.umich.edu/stride
- “An Inclusive Academy: Achieving Diversity and Excellence,” a book by Abigail Stewart and Virginia Valian
- ADVANCE Program staff will be happy to help you obtain this material (advanceprogram@umich.edu).

By incorporating the qualifications in the position description into a standard evaluation form, screening criteria can be applied consistently to all candidates.

- Determine, prioritize, and document search criteria based on position duties. Discuss the range of evidence that will be considered as relevant to each criterion.
- Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department’s goals (e.g., experience working with diverse students). In addition, discuss the relative weight of the different criteria, and the likelihood that no or few candidates will rate high on all of them.
- Identify essential or threshold qualifications without which a candidate will not be selected, no matter how impressive in other areas. Rank other skills or competencies in order of importance.
- Consider including criteria not directly related to the specific discipline, if they are nonetheless important to the ability to succeed in the job in the department or college, such as collegiality or an unusual combination of skills/perspectives.
- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., an engineer who has worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began his or her career at an institution that was not research-intensive, or individuals with disabilities whose careers have been interrupted).

- Consider highly successful people with transferable skill sets.
- Develop a mechanism for screening applications that includes recording why or why not the applicant was selected. You will need to justify your final recommendations based upon the position description.
- Using a standard form will keep committee members focused on the agreed-upon criteria and provide documentation for the process.

One of the hallmarks of an equitable search is that all candidates are treated in the same manner. This may include asking the same questions under the same conditions, and being evaluated using consistent criteria. It is difficult to maintain a level playing field if the search committee uses internet searches to gather additional information about the candidates.

- Some candidates might gain an unfair advantage because of their positive presence on the internet; others might be disadvantaged by incorrect information.
- Internet searches might also reveal personal details, such as marital status or age, which should not be considered by the search committee members. Because it is difficult to disregard this kind of information once it enters the review process, it is best to avoid it.

The committee should decide what role, if any, internet searches are to play in the selection process, and should ensure that the same standard is applied to all candidates. In addition, if internet searches are used, candidates should be provided an opportunity to respond to any information considered by the committee.

Creating the Short List

The most important general point about the process of creating the short list is to build in several checkpoints at which you make a considered decision about whether you are satisfied with the pool of candidates you have generated

- Get consensus on the multiple criteria that will be used to choose candidates for interviews. Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's goals (e.g., experience working with diverse students might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.
- Beware of systems of evaluation that inadvertently screen out well-qualified applicants from minority-serving institutions.

- Be careful to place a suitable value on non-traditional career paths. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such experience, while evaluations of women with the same kinds of experience go down.
- Develop a "medium" list from which to generate your short list. Are there women or minority candidates on it? If not, consider intensifying the search before moving on to a short list.
- Consider creating separate short lists ranking people on different criteria, such as teaching, research potential, collaborative potential, and mentoring capacity. This helps mitigate the tendency for "halo" effects that result from reliance on overall impressions rather than evidence-based judgments of particular criteria. Develop your final shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; consider whether evaluation bias may still be affecting your choices.
- Be sure to consider the experience and needs of our diverse student population.
- Review the top female and/or minority candidates in your pool. Consider whether your short list should be revised because the committee's judgments were influenced by evaluation bias (the tendency to underestimate women and underrepresented minority members' qualifications and overestimate those of white males).
- Evaluation bias is minimized if you interview more than one woman and/or underrepresented minority candidate. As noted earlier, research indicates that interviewers evaluate women and underrepresented minorities more fairly when there is more than one woman in the interview pool. When there is only one woman or underrepresented minority, s/he is far less likely to succeed than women or minorities who are compared to a diverse pool of candidates, probably because of the heightened perceived salience of his or her race or gender.
- Remember that there are many ways to assess a candidate's skills (e.g., samples of work, presentation of research, or a lecture in an undergraduate class) and each assessment tool produces different kinds of information.

- If the committee learns of a strong candidate who is nevertheless not appropriate for the current open position, the committee should consider forwarding that information to the department Chair or Dean. The Provost provides supplemental resources to help the schools and colleges and other academic units to hire faculty with a commitment to diversity, equity, and inclusion through scholarship, teaching, and/or service; to assist the dual career partners of tenure track and tenured faculty, and to respond to unique opportunities. Provost's Faculty Initiative Program funding may be available to help units recruit tenure-track faculty apart from the search at hand.
- Submit a request for approval of interview candidates, if your department or school/college requires a review of the committee's short list at this point.

Inviting Candidates to Interview

Letters and information packages should be prepared in advance so that the committee can promptly send a complete invitation package as soon as it decides whom to interview. It is easier to evaluate an informed candidate than one who has not been given the opportunity to prepare. Provide information about the following issues, as appropriate:

- Time, place, and format of the interview. If "hotel" interviews at conferences are a part of the process, consider whether the setting (a hotel room) may make members of some groups (e.g., women) less comfortable than others. Consider whether this practice is essential to your process if it likely disadvantages some groups. Equally, if you use Zoom or phone interviews, consider whether you have found that some kinds of individuals consistently perform better in that context and if that differential performance is job-relevant.
- Detailed itinerary, including names of interviewers
- Contact information, including cell phone number of host
- Background on department, school/college, the University of Michigan, and Ann Arbor
- Travel arrangements and directions to campus
- Information on the location and accessibility of campus locations relevant to the visit.
- Contacts that a candidate can use if s/he needs accommodations for a disability
- General information on family-friendly policies, benefits and dual career services from your school/college and/or the Provost's office.

V. HANDLING CAMPUS VISITS

With careful planning, a campus visit can create a positive impression on the candidate and also provide information to help your unit make an informed decision.

Planning for Effective Information-Gathering

- Identify all people and groups to be involved in the interview process and provide them with relevant information about the position: job description, essential functions of the position, necessary areas of inquiry, and standard interview questions.
- Schedule and reserve appropriate spaces for interviews and communicate those times and places to interviewers as far in advance as possible. Send reminders a few days before the event.
- Review the structure of the visit and the interview process with all interviewers, especially those who may be conducting individual interviews rather than meeting with the committee.
- Provide faculty with this section of the faculty hiring manual to ensure that they have a consistent and comprehensive understanding of the interview process.
- Provide information about the candidate and his or her scholarly work to all faculty and encourage them to read it. Faculty who are prepared ask better questions and make a better impression on the candidate.
- Ask faculty to provide feedback about specific facets of the candidate's potential, rather than just requesting generic feedback. Studies show that when people focus on particular issues of performance, they are much less likely to rely on implicit or unconscious biases.
- Provide an evaluation sheet or other systematic feedback mechanisms, and detail how feedback should be given to the committee or chair.
- Encourage faculty to take notes during the interview that focus on required skills and relevant applicant responses.
- Notes can be helpful when reflecting on individual applicants or when discussing them with others who interviewed the same persons at different times.

- Remind faculty of their responsibility not only to elicit specific information from the candidate but also to be courteous to the candidate and positive about U-M.
- Be explicit about confidentiality expectations.
- Require interviewers to understand what questions should not be asked of candidates (see p 8). This will help ensure that interviews are conducted appropriately.
- Remember that the candidate should do the majority of the talking during an interview.
- Consider asking each candidate to present a paper, to lead a colloquium, teach a class, or meet with graduate students while on campus for the interview. If they conduct any of these activities, arrange for feedback to the committee about their performance.
- o Mentoring resources for junior faculty in general and female and underrepresented minority faculty in particular
- o Development of some practices in evaluation and annual reporting that value mentoring of women and minority faculty and students
- Schedule interviews and events with consistency in achieving outcomes, recognizing that different means may be required. For example, white male candidates may automatically be meeting with white male faculty, given the composition of your department. When recruiting candidates with different race and/or gender characteristics, it will be equally important for them to meet diverse students and faculty. Race/ethnicity and gender are not the only personal characteristics that may be important to consider; if a candidate mentions that s/he is particularly concerned with the availability of a community identified with a particular nationality, religion, family status, sexual identity, or other characteristic, take steps to help them meet with appropriate members of that community. One option is to create opportunities for the candidate to meet with faculty members outside the evaluation process, including members of STRIDE, who can provide relevant information to candidates.

Making a Good Impression

- Remind participants that the campus visit is an important opportunity for the department to communicate three messages:
 - o You are seriously interested in the candidate's scholarly credentials and work, as well as other evidence of their excellence and creativity.
 - o Michigan is a good place to work, because it is intellectually lively and committed to diversity in its leadership, faculty, staff and student body.
 - o Michigan is a good place to work, because it has a variety of humane, family-friendly policies in place.

How these messages are communicated can make a critical difference in recruiting individuals to campus. They may be especially important in recruiting women or minority candidates to departments in which they will be vastly outnumbered by male or majority colleagues.

- Make it clear that you are interested in the candidate's scholarship and skills, rather than his or her demographic characteristics. It is not helpful to make a point with candidates that the department is eager to hire women and minorities.
- Consider how the department will represent itself as a place in which women and minority faculty can thrive. This may be difficult for departments that currently have few or no women and minority faculty members. Some things that may make the department more attractive to women and underrepresented minorities are:
 - o Clear and public policies and procedures for evaluation and promotion
- Give the candidate a chance to interact with the department's faculty in multiple venues. Formal talks may not reveal every candidate's strengths. Consider including Q + A sessions, "chalk talks," and other less formal interactions.
- Be sure to offer information and access to faculty who might represent opportunities for interdisciplinary collaboration.
- Avoid leaving candidates alone with faculty who may be hostile to hiring women and underrepresented minorities. If a candidate is confronted with racist, sexist, or homophobic remarks, take positive and assertive steps to defuse the situation. Be sure there is a practice in place in the department for dealing with the expression of racist, sexist, or homophobic attitudes, and that the candidate is made aware of it, if the situation arises.
- Be sure to gather equivalent information from all candidates, so you will be able to evaluate them all in terms of the same criteria. This does not require use of uniform questions with all candidates, but does require care in obtaining comparable information.

- Introduce women and minority members of the department to all candidates, not just women and minorities. Moreover, if women and minority faculty members are expected to play an especially active role in recruiting new faculty, be sure to recognize this additional service burden in their overall service load.
- Inform candidates before scheduling the interview what expenses will and will not be reimbursed, what receipts are needed, and how to fill out expense forms. Reimburse him or her as soon as possible.
- First impressions are important.
 - o Provide transportation to and from the airport and the hotel.
 - o If the candidate arrives the evening before the interview, be sure a search committee member or other faculty member is available to take the candidate to dinner and/or other activities.
 - o These arrangements should be comparable for all candidates.
- Consider appointing a host for the visit who takes responsibility for all aspects of the visit. That person should assign a search committee member or staff member to escort the candidate to and from interviews.
- Candidates should be given windows between appointments to take care of personal and professional business and to gather their thoughts.
- Be sure that departmental staff know that candidates will be visiting so that they can greet visitors appropriately.
- Plan schedules that are similar in format to ensure an equitable basis for evaluation. Internal and external candidates should be given equal opportunity to interact with campus colleagues.
- Mention to all candidates that the University offers reasonable accommodations to persons with disabilities. The following language may be used:
 - o The University provides reasonable accommodations for persons with disabilities, both in the interview process and for its faculty, students and staff. Should you need an accommodation, please let us know at your earliest convenience so that we may make arrangements in advance of your interview. Please contact [person] at [phone number] or [email] with any request you may have.
- o If a candidate requests an accommodation and the department does not know how to meet the accommodation request or has concerns about the request, please contact the Office for Equity, Civil Rights and Title I at 734/763-0235(v) or 734/647-1388 (tty), or ecrt@umich.edu for assistance.
- Consider providing a guided tour of campus and showcase the community; discuss the positive aspects of working and living in Ann Arbor and the surrounding communities.
- Provide all candidates with information such as:
 - o The link to the University's "Working at U-M" website: hr.umich.edu/working-u-m
 - o Information for LGBTQ faculty, students, and staff: <https://spectrumcenter.umich.edu/>
 - o The link to the University's Veteran and Military Services Program website: vets.umich.edu
 - o The link to the U-M Council for Disability Concerns: ability.umich.edu
 - o Information about the diverse employment possibilities that partners might find not only at the University (careers.umich.edu), but at other institutions of higher learning in Michigan and throughout Ann Arbor and the larger Southeast Michigan area.
 - o Dual career services brochures from your college or the Provost's office as well as a link to the University's website on dual career resources: provost.umich.edu/faculty/family/dual-career
 - o Information about fun University or Ann Arbor events, such as the Ann Arbor Summer Festival, The University Musical Society, the Uniquely Michigan website (hr.umich.edu/benefits-wellness/community-perks/uniquely-michigan) and information about recreational activities.
 - o Information about benefits offered by the University, including medical and retirement benefits. Information is available at the Benefits website: hr.umich.edu/benefits-wellness.

- Openly discuss standards of creative and scholarly productivity and research with all candidates.
- Decide whether the search would be enhanced by a meeting with the Associate Dean, Dean, or Provost. If so, prepare them in advance by sharing the candidates' CVs.
- Demonstrate a commitment to teaching by including students in the schedule and/or a commitment to interdisciplinary and interdivisional activity by scheduling interviews with colleagues in other departments and divisions, if appropriate.
- Allow time at the end of the visit for a private meeting between the candidate and the chair of the search committee or department. Use this opportunity to learn what questions remain, whether the candidate has questions about the position, and what may be obstacles to their accepting it.
- Confirm the candidate has been given copies of the University's "family-friendly" policies (dual career, maternity leave, modified duties, etc.), regardless of gender, partner or parent status, or race or ethnicity. Some information is available on the Work Life Resource Center's website: <https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center>.
- Remind interviewers that all the time spent with an applicant, including social functions and meals, is considered part of the interview process. Anyone who meets with the candidate in a social context should avoid conversation that touches on inappropriate topics or inquiries that are illegal in an interview context. Such discussion could be misinterpreted by the candidate at the time or subsequently.
- Make a good last impression. The last point of contact —e.g., the person conducting the last interview or taking the candidate to the airport —should be someone with a positive attitude toward the candidate, the department, and the University.
- Under no circumstances should a candidate be told that the position has already been offered to another individual, nor should it ever be suggested that one or more candidates is being interviewed for reasons unrelated to the designated qualifications for the position.

Making the Final Decision or Recommendation

- Consider only the candidate's ability to perform the essential functions of the job and avoid making assumptions based on perceived race, ethnic background, religion, marital or familial status, age, disability, sexual orientation, or veteran status.
- Ask faculty to provide feedback about specific facets of the candidate's potential, rather than just requesting generic feedback. Studies show that when people focus on particular issues of performance, they are much less likely to rely on implicit biases. A sample evaluation form follows; it can be modified to represent the key criteria for your search. It is also available at <http://advance.umich.edu/resources/>.
- Ensure that the final discussion of the candidates remains focused on the search criteria and evidence about the qualifications of the candidates for the position. Do not engage in or permit others to engage in discussion of personal characteristics that are not job-relevant, or global evaluations unsupported by specific evidence.
- Often providing an unranked list of acceptable candidates to the chair or Dean, or the department, allows more diverse candidates to remain in consideration at the last stage. Sometimes more than one candidate can be considered for a final offer.

VI. FINAL STAGES OF THE SEARCH PROCESS: NEGOTIATING THE OFFER

While the committee may feel they are moving quickly as they debate and decide on final recommendations and conduct reference and credential checks, the finalists will be acutely aware of any delays in communication. The committee chair or his or her designee should be responsible for staying in touch with finalists, if only to report after no decision has been made.

- The “short list” of candidates should be kept up to date on the status of the search but should not be told that another candidate has been offered the job until the finalist has accepted the department’s offer.
- If a candidate has been completely eliminated with no possibility of being reconsidered, let them know with a personal letter or phone call that includes appreciation of their talents and their interest in the University of Michigan.
- If there is any doubt about the appropriateness of eliminating and contacting selected candidates, consult with the Office for Institutional Equity or the Office of the General Counsel.
- The way an offer is negotiated can have a huge impact not only on the immediate hiring outcome, but also on a new hire’s future career. Candidates who feel that University representatives (committee chairs, department chairs, deans, etc.) conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at the U-M than are those who feel that a department or chair has deliberately withheld information, resources, or opportunities from them. Initial equity in both the negotiated conditions and in the department’s follow-through on the commitments it makes are important factors in retention as well as recruitment.



- Some candidates may have received less mentoring at previous career stages than their counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. In addition, there is some evidence that women are less inclined to negotiate for themselves than men are, and that when they do they are viewed differently. To ensure equity, aim to empower the candidate to advocate on his or her own behalf, by providing all candidates with a complete list of things it would be possible for them to discuss in the course of negotiations. This list will vary by field, and should include those items that will maximize the likelihood of candidate success in that field. For some fields these might include:
 - o Salary
 - o Benefits
 - o Course release time
 - o Lab equipment
 - o Lab space
 - o Renovation of lab space
 - o Research assistant
 - o Clerical / administrative support
 - o Attractive teaching opportunity
 - o Travel funds
 - o Discretionary Funds
 - o Summer salary
 - o Moving expenses
 - o Assistance with partner/spouse position
 - o Other issues of concern to the candidate
- Consider appointing a negotiation facilitator—which may be the search committee chair—to help the candidate throughout the negotiation process. This person should be specifically charged with assisting the candidate in articulating her/his needs and desires to the chair or dean, and providing information about the University context, not with actually negotiating the offer.

VII. GETTING OFF TO A GOOD START

- Be sure to provide clear, detailed, written information about mentoring practices as well as all crucial review criteria and milestones such as annual reviews, third-year reviews, tenure reviews, and post-tenure promotion reviews.
- If a candidate has been selected for appointment and has a partner who will need placement help, the department chair should ensure that the couple is referred for dual career services.
- See The Importance of Dual Career Considerations within Section II, and be familiar with University resources to support these efforts. Consult the Provost's office for further information.

VIII. EVALUATING THE SEARCH

- If the department hires a strong woman and/or minority candidate, consider the factors that may have enabled it to do so and keep a record of good practices and successful searches for future reference.
- If the applicant pool was not as large, as qualified, or as diverse as was anticipated, consider:
 - o Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
 - o Could the department have recruited more actively?
 - o Were there criteria for this position that were consistently not met by women or candidates of color? Where they relevant to the job description?
- If women and/or minority candidates were offered positions that they chose not to accept, what reasons did they offer? Consider as many factors as you can identify. Are there things that the department could do to make itself more attractive to such candidates in the future? Be sure that any analysis and insight is shared with departmental decision-makers and is part of the process of initiating future searches.



APPENDIX 1: SAMPLE SEARCH COMMITTEE CHARGE

MEMORANDUM

TO:

FROM: [Dean or Department Chair]

RE: Search for Position

DATE:

I am inviting you to become a member of the advisory committee to search for [describe the position] in the department/school/college of _____.

The advisory committee is charged with finding and recruiting the very best candidate to fill this position. It is an important task, since we have high expectations about what this new faculty colleague could bring to the position and our community. [Insert here the preliminary position description and the job requirements, e.g. "We are seeking an assistant professor in the field of X with particular expertise in the areas of Y and Z."]

[If appropriate use this paragraph to describe any additional goals of the search, e.g., acquire expertise in an emerging field, increase opportunities for interdisciplinary collaboration, shore up an area recently weakened by attrition.]

[Name] _____

has agreed to chair the search committee, with

[Name] _____

and

[Name] _____

providing committee support.

The University is committed to creating an environment that is welcoming, inclusive, and supportive for all members of our community. As a search committee member, you will play a critical role in ensuring that the search reflects these values. Please familiarize yourself with the attached search manual, which clearly explains how to meet the University's equal opportunity and affirmative action obligations by conducting a fair, open, and equitable search. [Mention any additional materials that have been compiled for the committee, for example, timeline or reference material.]

I am asking that the advisory committee complete its search by [date]_____, at which time I will ask for [specify the expected outcome, for example an unranked list of three to four candidates that the committee recommends for the position]. I will then meet with the committee to hear your views on the strengths and weaknesses of the final candidates.

I appreciate your willingness to provide this important service to [our department/school].

cc: Search Chair

Please download the modifiable
Applicant Evaluation Tool Excel file
 from the Faculty Recruitment Workshop
 CANVAS web page:

<https://umich.instructure.com/courses/402908/modules>

Be sure to select the different tabs at the bottom of the Excel file. One includes helpful examples of possible evaluation criteria.

APPLICANT EVALUATION TOOL

Reviewer Name:

Applicant Name	Materials Read				Scholarship or creative work and impact commensurate with career stage and norms for subfield	
	CV	Statements	Letters of Rec.	Scholarly Work	Rating	Supporting Evidence
SAMPLE: Ono, Santa	Yes	Yes	Yes	Yes	Strong	List examples

Criteria and Evidence					
Positive contributions to unit climate [Add the evidence your committee is looking for here]		Service activities that contribute to unit/institution/profession [Add the evidence your committee is looking for here]		Potential to contribute to unit's teaching mission [Add the evidence your committee is looking for here]	
Rating	Supporting Evidence	Rating	Supporting Evidence	Rating	Supporting Evidence
Strong	List examples	Strong	List examples	Strong	List examples

Contribution to DEI through scholarship, teaching, service. [Add the evidence your committee is looking for here]		(add more criteria and evidence as necessary)	Should this applicant move to the next stage?
Rating	Supporting Evidence		
Strong	List examples		Yes

Please download the modifiable
Interviewee Evaluation Tool Excel file
from the Faculty Recruitment Workshop
CANVAS web page:

<https://umich.instructure.com/courses/402908/modules>

Be sure to select the different tabs at the bottom of the Excel file. One includes helpful examples of possible evaluation criteria.

INTERVIEWEE EVALUATION TOOL

One candidate per sheet

Reviewer's Name:

Candidate's name:

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

Yes/No	
	Read candidate's CV
	Read candidate's statements (DEI, research, teaching, etc.)
	Read candidate's letters of recommendation
	Read/viewed candidate's scholarship/creative work
	Attended candidate's job talk
	Met with candidate
	Attended lunch or dinner with candidate
	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:

	strong	moderate	weak	none	unable to judge	What evidence supports your rating?
Criterion : Scholarship or creative work and impact commensurate with career stage and norms for subfield. Evidence : [list here the evidence your committee is looking for]						
Criterion : Positive contributions to unit climate. Evidence : [list here the evidence your committee is looking for]						
Criterion : Contribution to DEI through scholarship, teaching, service. Evidence : [list here the evidence your committee is looking for]						
Criterion : Service activities that contribute to the unit/institution/profession. Evidence : [list here the evidence your committee is looking for]						
Criterion : Potential to contribute to unit's teaching mission. Evidence : [list here the evidence your committee is looking for]						
(add more criteria and evidence as necessary)						

Should this candidate move to the next stage:

No

Maybe

Yes

APPENDIX 4: ACTIVE RECRUITING RESOURCES

Be aware that most fields also have resources—listservs, email groups, etc.—that can help you identify or reach qualified women and minority candidates in particular. Either seek these out on your own, or request assistance from advanceprogram@umich.edu in identifying them. Some fairly broad listings are included here.

“Faculty Recruitment Toolkit.” University of Washington. Available online:

washington.edu/diversity/faculty-advancement/handbook

“Searching for Excellence and Diversity: A Guide for Search Committee Chairs.” Case Western Reserve University. https://wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf

The Minority and Women Doctoral Directory is a registry which maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a Doctoral or Master’s degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 1,500 Black, Hispanic, American Indian, Asian American, and women graduate students in nearly 80 fields in the sciences, engineering, the social sciences, and the humanities. Directories are available for purchase from info.mwdd.com

National Science Foundation Survey of Earned Doctorates is published yearly. While it does not list individual doctoral recipients, it is a good resource for determining how big the pool of new women and minority scholars will be in various fields.

nsf.gov/statistics/srvydoctorates

Mellon Mays Undergraduate Fellowship Program provides an online list of minority PhDs and their dissertation, book, and article titles in all fields upon request.

mmuf.org

Ford Foundation Fellows is an on-line directory of minority PhDs in all fields, administered by the National Research Council (NRC). The directory contains information on Ford Foundation Postdoctoral fellowship recipients awarded since 1980 and Ford Foundation Predoctoral and Dissertation fellowship recipients awarded since 1986. This database does not include Ford Fellows whose fellowships were administered by an institution or agency other than the NRC.

nrc58.nas.edu/FordFellows20/DirectoryFord30/ModulePage.aspx?Nav=Home

Society of Hispanic Professional Engineers is a leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.

shpe.org

APS is committed to the inclusion of underrepresented minorities in physics and has spent decades working on programs to increase recruitment and retention of African American, Hispanic American, and Native American physicists.

aps.org/programs/roster/index.cfm

Faculty Diversity Office page at Case Western Reserve University provides links to many specific professional organizations and diversity resources for faculty searches.

<https://case.edu/diversity/office-for-faculty-diversity/resources-for-new-faculty>

The CIC Doctoral Directory is a listing of doctoral degree recipients who are members of groups underrepresented in higher education and who are alumni of the universities of the Committee on Institutional Cooperation. The Directory is designed to increase the visibility of doctoral alumni who bring diverse perspectives and experiences to higher education. The Directory will be promoted among hiring committees at CIC member universities, and the searchable, online database will be freely available to the public.

<https://www.btaa.org/resources-for/students/doctoral-directory/the-doctoral-directory>

IMDiversity.com is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, Hispanic Americans, Native Americans and women. It maintains a large database of available jobs, candidate resumes, and information on workplace diversity.

imdiversity.com

HBCU Connect.com Career Center is a job posting and recruitment site specifically for students and alumni of historically black colleges and universities.

hbcuconnect.com/jobs

Nemnet is a national minority recruitment firm committed to helping schools and organizations in the identification and recruitment of minority candidates. Since 1994 it has worked with over 200 schools, colleges and universities, and organizations. It posts academic jobs on its website and gathers vitae from students and professionals of color.

nemnet.com

Society of Women Engineers maintains an online career fair.

swe.org

Association for Women in Science maintains a job listings page.

awis.org

American Indian Science & Engineering Society maintains a job listings page (and a resume database available to Career Fair exhibitors).

aises.org

American Indian Graduate Center hosts a professional organization, fellowship and postdoctoral listings, and a magazine in which job postings can be advertised.

aigcs.org

National Society of Black Engineers seeks increase the number of minority students studying engineering at both the undergraduate and graduate levels. It encourages members to seek advanced degrees in engineering or related fields and to obtain professional engineering registrations.

nsbe.org

APPENDIX 5: READING LISTS

U-M STRIDE Committee Recommended Readings

The U-M ADVANCE Program's STRIDE Committee, made up of tenured faculty from across campus, provides information and advice about practices that will maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee leads workshops for faculty and administrators involved in hiring.

The STRIDE Committee updates the workshop annually based on new research literature.

Please find a searchable database of STRIDE recommended readings:

<https://advance.umich.edu/stride-readings>

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