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# BEST PRACTICES CHECKLIST FOR RUNNING A FACULTY SEARCH:

*FROM IDENTIFICATION OF NEEDS TO  
INVITATION TO INTERVIEW*

*Resource Page #1*

## CLARIFY FACULTY NEEDS PRIOR TO SEARCH

### DEPARTMENT CHAIR

- Appoints committee after position needs are identified
- Call additional faculty meetings, as necessary, to discuss and refine the position further
- Informs committee of requirement to complete Search Committee training in Canvas before access to applicant files is provided
- Invite College Equity Advisor and Human Resources Partner to attend the first search committee meeting to complete in-person training

### FACULTY MEMBERS

- Identify departmental needs prior to formation of search committee
- Discuss and prioritize departmental needs and desires for new faculty positions

## PREPARE POSITION ANNOUNCEMENT AND EVALUATION MATRIX

### ENTIRE SEARCH COMMITTEE

- Develops long and short versions of position announcement for use in print and web publications
- Reviews evaluation matrix, drafted by University Human Resources staff, by which candidates will be screened
- Reaches consensus on relative importance and weighting of matrix criteria
- Meets and defines position further, identifying specific research/teaching/extension needs. Drafts job position announcement

### DEPARTMENT CHAIR

- Makes final revisions in position announcement

## ADVERTISE POSITION

### DEPARTMENT CHAIR AND ENTIRE SEARCH COMMITTEE

- Discuss, identify, and implement specific advertising and networking strategies to improve recruitment of women and underrepresented groups
- Request faculty support to implement these strategies and broaden applicant pool diversity

### DEPARTMENT CHAIR

Works closely with Office of Equal Opportunity (OEO) and Human Resources to publicize position.

## CONDUCT INITIAL SCREENING OF APPLICANT

### FOR APPLICANT POOLS OF ANY SIZE, ENTIRE SEARCH COMMITTEE

- Reviews all applications confidentially to protect the identity of applicants
- Discusses applications with no one but other search committee members

### INDIVIDUAL SEARCH COMMITTEE MEMBERS

*For searches with small pools (fewer than 50), all committee members review all applications using the evaluation matrix*

May divide workload in large searches (over 50 applications) by doing the following:

- Work with another committee member to evaluate an assigned subset of applications
- Work with another committee member to review assigned applications using matrix criteria
- Randomize assignment of applications to committee members
- All committee members should feel free to review their colleagues' decisions.
- Request that the whole committee review any specific applications that warrant special attention.

## CONDUCT IN-DEPTH SCREENING OF APPLICATIONS

### ENTIRE SEARCH COMMITTEE

- Meets to review and discuss individual committee members' evaluations of candidates, based on evaluation matrix
- All members may present their evaluations during the discussion of each candidate, or the committee chair may assign specific candidate files to individual committee members to present (in case of large number of applicants). All members should be familiar with all files.
- Systematically discusses all viable candidates for the position (those not eliminated because they did not meet all required qualifications or because they were lowly rated in first screen).

Sorts applicants into three categories:

- Group 1: Very strong candidates (working short list), who are recommended for closest further look. The committee should aim for a list of 12 or fewer

candidates from which they will select a group to interview

- Group 2: Reasonably strong candidates (backup for short list); these individuals may become candidates on the short list at a later time
- Group 3: Clearly less qualified candidates (can be eliminated at this point for all practical purposes, given the number ranked higher in the pool)
- Using the evaluation matrix criteria, identifies why all applicants in Group 3 or those eliminated in the initial screening have not been ranked in the top two groups.
- Checks references for those in Group 1 at this stage, or at any later stage, as long as all candidates in the same group are treated consistently at that stage.
- Maintain all required documentation

### COMMITTEE CHAIR

- Concludes the in-depth screening meeting(s) by reviewing candidate groupings and identifying reasons for applicant elimination from the pool
- Requests consensus from the group for the decisions made to eliminate applicants (Group 3)
- Coordinates with department chair to assure that needed communications are made with applicants and notifies those who are not selected for the finalist pool.

**CONDUCT FINAL  
SCREENING OF  
APPLICANTS  
(SELECTION OF  
CANDIDATES  
FOR ON-CAMPUS  
INTERVIEWS)**

**ENTIRE SEARCH COMMITTEE**

- Arranges phone interviews for all those in the top group
- Individual committee members conduct phone interviews to determine each candidate's interest, assess communication skills, clarify résumé
- Integrates results from phone interviews and obtains consensus on which candidates among the top group should be invited for an interview
- Identifies reasons why other applicants were selected for interviews. Identifies reasons why the applicants invited to campus were chosen
- Considers whether any lower-ranked applicants require reconsideration or reevaluation of rank. Pauses to consider whether any other reconsiderations should be made (especially to move a candidate from Group 2 to Group 1)
- Agrees upon consensus evaluation matrix scores

**DEPARTMENT CHAIR**

If pool is large, transmits committee matrix to UHR team with request for approval to interview top applicants (by phone, if large number, or in person if small number)

**INDIVIDUAL SEARCH COMMITTEE MEMBERS**

- Review highest ranking applications again, reviewing and refining the evaluation matrix as needed. Review other lower-ranking applications, as necessary, to assure themselves that all candidates have been judged fairly
- Alert other committee members by email if they think an eliminated application deserves additional screening or consideration and request reconsideration

GET  
ADMINISTRATIVE  
APPROVAL AND  
INVITE CANDIDATES  
TO INTERVIEW

DEPARTMENT CHAIR

- Submits consensus matrix to UHR to request interviews
- Upon approval, invites identified candidates to campus

ENTIRE SEARCH COMMITTEE

- Plans the campus visit for candidates
- Becomes informed about best practices for conducting interviews
- Takes responsibility for hosting candidates

SEARCH COMMITTEE CHAIR

- Arranges to send packet of information to candidates about ISU, Ames, and Iowa. Makes contact with invited candidates to answer any questions they have
- Arranges for candidates to meet with individuals and groups according to their specific needs or requests, while maintaining consistency in interview experience for all candidates

# ADMINISTRATOR'S CHECKLIST OF BEST PRACTICES FOR A DIVERSE SEARCH

Resource Page #2

## Before the Search

### Good:

- Clearly articulate campus rationale for support of faculty diversity by making explicit the connections between faculty diversity and educational quality.
- Create a search committee that is enthusiastic and genuinely committed to faculty diversity.
- Develop and distribute a departmental statement outlining meaningful steps to be taken to achieve greater diversity among the student body and faculty.

### Better:

In addition to the above:

- Create a diverse search committee, comprised of faculty, administrators, staff, and students from varied backgrounds, that brings multiple perspectives and fresh ideas to bear.
- Include and align commitment to diversity efforts in the institutional and departmental strategic plans, as well as the mission statement.
- Create open lines of communication with potential faculty already in your department or school, such as adjunct or part-time professors, graduate students, and research associates.

### Best:

In addition to all of the above:

- Secure all resources needed to conduct a comprehensive search – for example, place job announcements in publications that reach underrepresented groups.

- Make sure that the university has developed and continually audits a comprehensive plan to address and show a commitment to diversity in every area of campus life, including faculty hiring, curricular reform, student enrollment, campus activities, and general campus climate.
- Establish and cultivate ongoing and routine relationships with local and national organizations and special interest groups, and with students and faculty at colleges and universities that educate graduate students of color.
- Incorporate new research findings and data about faculty of underrepresented groups into the everyday practices of the institution, such as convening information on forums, roundtables, and retreats; presenting emerging research; and implementing successful practices.

## During the Search

### Good:

- Make sure that the search committee understands its charge from the onset, clearly emphasizing that faculty diversity is a goal and that actively seeking a diverse pool of candidates is expected.
- Critically analyze the job description and advertisement, making sure that they are geared towards inclusiveness.
- Mail/email position announcements to underrepresented groups and organizations.

- Cover the costs of the candidate's expenses related to the interview, including hotel, food, and travel expenses.
- During the campus visit, make sure that all interactions with the candidate are honest, genuine, and gracious.
- Offer to connect the candidate with a Faculty and Staff Association of their interest (or person of similar social identity and interests) to give perspectives on the campus and local community climate.

**Better:**

In addition to the above:

- Write a position description that attracts a diverse group of applicants, making sure that it clearly states that inclusiveness and diversity are departmental and institutional goals.
- Make personal contact by letter or phone to underrepresented faculty, visiting scholars, and/or individuals who have made diversity-related presentations on campus.
- Establish a vita bank for potential future searches.
- Use listservs, bulletins boards, and other forms of technology to announce positions and recruit potential candidates far and wide.

**Best:**

In addition to all of the above:

- Educate the search committee and provide opportunities for discussion on diversity and equity issues, including Affirmation Action rules and regulations, hiring myths, stereotypes, and biases.
- Utilize personal and professional networks,

contacts, and recommendations to seek leads to potential candidates of underrepresented groups.

- Initiate recruitment trips to universities that prepare a significant number of Ph.D. graduates of underrepresented groups.
- Incorporate recruitment networking into professional conference attendance by department faculty.
- Establish a pool of potential underrepresented candidates through a Visiting Scholars and/or all but dissertation fellowship programs.
- Advise the candidate of any incentives that might be negotiable in the salary package (reduced work-loads, grant-funded opportunities, etc.)
- Cover the cost of an additional campus/area visit to explore housing.

**After the Search**

**Good:**

- Honor all start-up conditions mentioned in the final letter of agreement.
- Do not overload the new hire with excessive service demands, such as committee memberships, advising, etc.

**Better:**

In addition to the above:

- Follow-up with the new hire regularly to help with transitions and answer any concerns that might develop.
- Provide mentoring and professional development opportunities.

**Best:**

In addition to all of the above:

- Continue efforts to diversify the faculty and support other campus diversity initiatives.
- Provide the new hire with clearly stated standards and procedures regarding evaluation and performance.
- Evaluate the effectiveness of the search process in order to avoid future missteps; acknowledge the successes and failures and share that information with future search committees.
- Sponsor gatherings to highlight the research, teaching, and service contributions of underrepresented faculty.

# TIPS AND SUGGESTIONS FOR BROADENING THE CANDIDATE POOL\*

## RESOURCE PAGE #3

*(\*Underrepresented persons are judged most fairly when they make up at least 30% of the applicant pool.)*

- Have a recruitment plan and include a deep pool as an objective.
- Start recruiting before you need to. Collect names of promising individuals who present at conferences and write interesting articles. When possible and practical, seek to forge a relationship with these individuals so that when an opening occurs, they are familiar with your department and the university.
- Call for nominations from your faculty.
- Develop a broad definition of the position and the desired scholarship, experience, and disciplinary background. Be clear about what is “required” and what is “preferred,” keeping required qualifications to a minimum. Consider including “experience working with diverse groups” as one of your preferred criteria.
- Write your position description using inclusive language. Use an affirmative action statement that is more welcoming than the minimum required “ISU is an EO/AA employer”
- Send your announcement to venues that target women and underrepresented persons.
- Take your announcement to professional meetings. Talk to prospective candidates there.
- Call colleagues in the field and ask for leads. Phone conversations will typically be more productive than email.
- Do not require letters of recommendation during the first phase of the recruitment process. This makes it easier for individuals to express interest in a position confidentially.
- Think creatively. Explore perhaps term faculty possibilities or other alternative arrangements might be desirable as a first step.
- Advertise and recruit broadly. Contact professional associations to send ads to specialty groups. Contact graduate programs with high numbers of PhD graduates who are women or underrepresented persons. Utilize databases.
- Call potential candidates directly to encourage them to apply.
- Actively involve all search committee members in the recruitment process.
- Provide information to give to candidates containing institutional information (dual career, gender initiatives, family-friendly policies, Faculty and Staff Associations) and marketing tools, as well as departmental information. A flier named Build Your Faculty Career is available through the ISU ADVANCE website and the Search Committee Training CANVAS course.
- Ensure that every candidate is treated with respect.

# STRATEGIES FOR RECRUITING UNDERREPRESENTED FACULTY

*Resource Page #4*

## What faculty members can do:

- Offer career advice and mentoring to doctoral and postdoctoral students.
- Assist doctoral and postdoctoral students with compiling a strong application package.
- Keep in touch with former students finishing their academic programs elsewhere.
- Keep in touch with colleagues at other institutions regarding their promising students.
- Serve as “scouts” for promising future faculty candidates when attending professional meetings.
- Treat underrepresented faculty respectfully as equal colleagues.
- Be wary of unintentional thinking based on schemas for gender, racial, ethnic, or other social identities.

## What department chairs can do:

- Create a department culture that is committed to diversity and features diverse images in promotional materials and the department’s website.
- Communicate with the faculty about the importance of diversity in recruiting.
- Make departmental policies and practices transparent.
- Encourage faculty to work with doctoral and postdoctoral students for career placement.
- Diversify search committees.
- Signal the importance of faculty diversity through positive statements in ads for faculty openings.
- Evaluate and broaden efforts to publicize position openings.
- Identify ways to limit service requirements for junior faculty.

## What search committees can do:

- Be proactive in seeking out potential candidates and soliciting applications.
- Keep position requirements as flexible as possible.
- Be aware of unconscious biases that can come into play in evaluating a candidate and strive to overcome them.
- Agree on evaluation criteria at the beginning of the search process and apply these criteria equally and fairly across all candidate.
- Be aware that the search process must also sell the university to the candidates and make every effort to assure interviews go smoothly.
- Treat all candidates with respect.
- Provide information to candidates on available support services.

# ADVERTISING SOURCES FOR RECRUITING DIVERSE FACULTY

## Resource Page #5

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### Places to Post Academic Jobs

The [\*\*\*National Registry of Diverse & Strategic Faculty\*\*\*](#) is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions. ISU is a member. Login: isu (all lowercase) Password: goclones (all lowercase)

<http://www.academic360.com/>

This site is a service for the job-seeker, as it collects academic job postings at Human Resources websites across the country. A position posted on the ISU website should appear here.

<http://www.academploy.com/>

Academic Employment Network allows employers to post jobs (30 days) and/or review résumés of jobseekers.

<http://www.academickeys.com>

AcademicKeys.com has 16 discipline-focused sites with information about faculty, educational resources, research interests, and professional activities pertinent to higher education institutions.

<http://www.academiccareers.com/>

Job postings on Academic Careers.com can be for 1 or 3 months, fee-based. A diversity package includes email notification of new job postings to diverse candidates and cross-posting of ads on partner job sites. Employers can also review candidate résumés.

<http://chronicle.com/>

The Chronicle of Higher Education is the standard place to post faculty positions, but is quite expensive. Fee-based. Web-only ads can be placed at Chronicle Careers at a lower advertising rate.

<http://www.higheredjobs.com/>

HigherEdJobs.com allows jobs to be posted with unlimited text. Employers can also review posted résumés.

<http://www.insidehighered.com/>

Inside Higher Ed is an online source for news, opinions, and jobs in higher education. Fee-based.

<http://www.postdocjobs.com/>

PostdocJobs.com focuses on hiring postdocs, research associates, and scientists. Jobs posted here also appear on the career network sites UniversityJobs.com and ScienceJobs.Org. Fee-based.

<http://www.sciencejobs.org/>

Jobs posted on Science Jobs.org can also be posted on PostdocJobs.com, UniversityJobs.com, and AmericanScience.org. Fee-based.

<http://www.tedjob.com/>

Tedjob.com job postings are fee-based. Postdoc job postings and résumé searching are free.

<http://www.universityjobs.com>

Jobs posted on UniversityJobs.com can also be posted on PostdocJobs.com and ScienceJobs.Org fee-based Specific job categories can be selected under Science Jobs.

### Places to Post Jobs to Increase Diversity of Pool

<http://www.academicdiversitysearch.com/>  
Academic Diversity Search, Inc. specializes in connecting women and underrepresented with academic institutions. Single job postings are for 45 days. The university can also pay for “featured employer status” for 45 days that provides a hyperlink to the university’s profile and current open positions. Fee-based.

<http://www.diversejobs.net/>  
Employers can post jobs for a fee-based and check résumés of registered job seekers. The site has Faculty – STEM fields as a job category. Fee-based.

<http://www.eop.com/>  
Equal Opportunity Publications (EOP) provides advertising in several national recruitment magazines (Equal Opportunity, Woman Engineer, Minority Engineer, CAREERS & the disABLED, Workforce Diversity For Engineering And IT Professionals, Hispanic Career World and African-American Career World) as well as website advertising. Fee-based.

<http://www.awis.org>  
Association for Women in Science maintains a job listings page.

<http://www.swe.org>  
Society of Women Engineers online career center allows job postings for various lengths of time (fee-based).

<http://www.nsbe.org/>  
National Society of Black Engineers maintains an online job posting service (fee-based).

<http://www.hispanicoutlook.com/>  
Ads placed in the Hispanic Outlook in Higher Education magazine (fee-based).

<http://www.sacnas.org/>  
Society for Advancement of Chicanos and Native Americans in Science provides several programs to encourage Latinos and Native Americans to pursue advanced degrees in science (fee-based).

<http://www.aises.org/>  
American Indian Science and Engineering Society (fee-based).

### Databases of Potential Candidates

<http://www.diversityemployers.com/>  
Diversityemployers.com, established by IMDiversity and Black Collegian magazine, is dedicated to providing career and self development information to all underrepresented and women. Resources include a résumé database. Fee-based.

<http://www.cic.net/home/Students/DoctoralDirectory/Introduction.aspx>  
This directory is open to underrepresented Ph.D. candidates and recipients in any field from a Committee on Institutional Cooperation (CIC) university (Big Ten plus the University of Chicago). Potential employers may search the directory by disciplinary field.

### Compiled Lists of Places to Advertise Positions

<https://affirmativeaction.psu.edu>

Pennsylvania State University Affirmative Action office site, in the Searches and Recruitment section, has both PowerPoint and PDF versions of briefings for search committees, a list of outreach sites to post open positions, and a search handbook. This site also provides tables with hyperlinks, addresses, phone numbers for Hispanic-serving historically black, tribal-serving, and women's colleges/universities.

### Additional Places to Post Job Advertisements

1. American Education Research Association (AERA)  
<http://www.aera.net/>
2. American Physical Society  
<http://www.aps.org/programs/roster/index.cfm>
3. Diverse: Issues in Higher Education  
<http://diverseeducation.com/>
4. Diversity.com  
<http://www.diversity.com/>
5. Equal Opportunity Employment Journal  
[www.blackoejournal.com](http://www.blackoejournal.com)
6. IMDiversity.com  
[www.IMDiversity.com](http://www.IMDiversity.com)
7. LGBTinHigherEd.com  
<http://lgbtinhigher.com>
8. National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.  
[www.noglstp.org](http://www.noglstp.org)
9. American Anthropological Association (AAA)  
<http://www.aaanet.org/>
10. American Chemical Society  
<http://www.acs.org/content/acs/en/careers.html>
11. American Comparative Literature Association  
<http://www.acla.org/>
12. American Economics Association (AEA)  
<http://www.aeaweb.org/committees/cswep/>
13. American Historical Association (AHA)  
<http://www.historians.org/>
14. AHA (African American History)  
<http://www.asalh.org/>
15. AHA (Latin American History)  
<http://clah.h-net.org/>
16. AHA (Women)  
<http://www.theccwh.org/>
17. American Institute of Biological Sciences  
<http://www.aibs.org/classifieds/>
18. American Physics Society

19. American Political Science Association  
<http://www.apsanet.org>
20. American Psychological Association (APA)  
<http://www.apa.org/index.aspx>
21. APA (Office of Ethnic Minority Affairs)  
<http://www.apa.org/pi/oema>
22. APA (Office of Women's Programs)  
<http://www.apa.org/pi/women/index.aspx>
23. APA (Society for Psychological Study of Culture, Ethnicity, and Race)  
<http://www.division45.org/>
24. American Society for Biochemistry and Molecular Biology  
<http://www.asbmb.org/>
25. American Society for Cell Biology (ASCB)  
<http://www.ascb.org/>
26. American Sociological Association (ASA)  
<http://www.asanet.org/>
27. Computer Research Association  
<http://www.cra-w.org/>
28. Mathematics Association of America  
[http://www.maa.org/summa/archive/summa\\_wl.htm](http://www.maa.org/summa/archive/summa_wl.htm)
29. Modern Languages Association (MLA)  
<http://www.mla.org/>
30. MLA: Committee on Literatures of People of Color  
<http://clpc.commons.mla.org/>
31. MLA: Committee on the Status of Women in the Profession  
<https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-the-Status-of-Women-in-the-Profession>
32. American Indian Graduate Center  
<http://www.aigcs.org>
33. American Indian Higher Education  
<http://www.tribalcollegejournal.org/>
34. Asian Diversity Inc.  
<http://www.asianlife.com/main/>
35. The Black Collegian Online  
<http://blackcollegian.com>
36. Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)  
<http://www.nsf.gov/od/cawmset/>
37. HBCU Connect.com Career Center  
<http://jobs.hbcuconnect.com>
38. The Hispanic Outlook in Higher Education  
[www.hispanicoutlook.com](http://www.hispanicoutlook.com)

39. The Journal of Blacks in Higher Education  
[www.jbhe.com](http://www.jbhe.com)
40. National Consortium for Graduate Degrees for Minorities in Science and Engineering  
<http://www.gemfellowship.org/>
41. National Organization for the Advancement of Black Chemists and Chemical Engineers  
<http://www.nobcche.org/>
42. National Society for Black Physicists  
<http://www.nsbp.org/>
43. Nemnet  
<http://www.nemnet.com>
44. Society of Hispanic Professional Engineers  
<http://www.shpe.org/>
45. Society of Mexican American Engineers and Scientists (MAES)  
<http://www.maes-natl.org/>
46. Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)  
<http://www.nsf.gov/od/cawmset/>
47. National Academies: Committee on Women in Science, Engineering, and Medicine  
<http://sites.nationalacademies.org/pga/cwsem/>
48. National Institutes of Health Office of Research on Women's Health (ORWH)  
<http://orwh.od.nih.gov/>
49. Women in Higher Education  
<http://www.wihe.com>

## TIPS FOR CREATING AN INCLUSIVE POSITION DESCRIPTION

Resource Page #6

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- Make sure the announcement strongly expresses the university's commitment to affirmative action/equal opportunity (AA/EO) and encourages underrepresented groups to apply. See Resource Page 7.
- Use an AA/EO statement that goes well beyond the minimum in stating the unit's commitment to diversity.
- Develop to offer broad descriptions of scholarship, experience, and disciplinary background. Take into consideration the specific needs of the department as well as the broad needs of the institution.
- Where appropriate, state qualifications preferred instead of required. Use *should* rather than *must*.
- Whenever possible, be flexible with arbitrary numeric measures, such as years of experience.
- In addition to a letter of application and a curriculum vitae, request other materials such as copies of articles and samples of course syllabi.
- Ask applicants to describe their experience with diversity issues, diverse students, and working in multicultural environments.
- Use phrases like the ones below to emphasize a commitment to diversity:
  - Experience with a variety of teaching methods and/or curricular perspectives
  - Experience interacting with communities of color
  - Experience working in cultures other than their own or multicultural environments
  - Academic experiences and interests in diverse groups
  - Interest in developing and implementing curricula that address multicultural issues
  - Demonstrated success in working with diverse populations of students

## EXAMPLES OF WORDING FOR AFFIRMATIVE ACTION/EQUAL OPPORTUNITY IN POSITION DESCRIPTIONS



*Resource Page #7*

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Iowa State University is an equal opportunity employer committed to excellence through diversity and strongly encourages applicants from all qualified applicants, including women and underrepresented groups. ISU is responsive to the needs of dual career couples, is dedicated to work-life balance through an array of family-friendly policies, and was the recipient of a National Science Foundation ADVANCE Award for gender equity.

Iowa State University is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, age, religion, sex, sexual orientation, gender identity, genetic information, national origin, marital status, disability, or protected Veteran status and will not be discriminated against.

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515 294-7612, Hotline 515-294-1222, email [eooffice@iastate.edu](mailto:eooffice@iastate.edu).

# REDUCING STEREOTYPIC GENDER BIASES IN HIRING

Resource Page #8

## Findings from research in social psychology on stereotypic biases

- Gender stereotypes or “schemas” bias the evaluations of individuals, often in “male advantaging” ways.
- Gender stereotypes function as cognitive shortcuts.
- Stereotyping often occurs through lack of awareness.
- Both men and women are prone to biases.
- Even well-intentioned people are capable of bias.
- Biasing processes are more extreme when:
  - Individuals are tired, rushed or otherwise cognitively burdened.
  - Women are rare in a unit (“tokens”).
  - Jobs are “male-typed.”
  - Valid performance information is lacking.
  - Evaluation criteria are vague or ambiguous.
  - The good news is that biases can be reduced.

## How stereotypic biases disadvantage women

- Stereotyping leads to the use of a gender-differentiated double standard for assessing competence and ability.
- Stereotypic biases can be embedded in seemingly objective supporting materials (recommendation letters, teaching evaluations).
- Stereotyping can result in seeing successful women as unfeminine or difficult (the “double bind”).

- Stereotyping can result in shifting evaluation criteria for women and men.
- Stereotyping can result in even harsher biases against women who are mothers.

## What can be done?

- Underlying principle: disrupt the tendency to use stereotypes as cognitive shortcuts.
- Strategies/solutions:
  - Devote adequate time.
  - Read candidate’s work rather than relying solely on supporting materials.
  - Critically analyze supporting materials (recommendation letters, teaching evaluations, research statements).
  - Be accountable – be prepared to explain your decisions and rankings.
  - Be transparent—What are the criteria? Are they the same for persons of different social identities? Are they the right criteria?
  - Structure diverse groups and allow for maximum participation.
  - Think about how the job ad and descriptions might impact the applicant pool and perceived fit of the candidates.
  - Use the candidate evaluation form based upon the matrix.

# TIPS FOR THE INTERVIEW PROCESS

Resource Page #9

## Selecting Candidates to Interview

Build in several checkpoints at which you make a decision about whether you are satisfied with the pool of candidates you have generated.

No application should have just one reader; all members should read all applications.

Use a predetermined evaluation matrix to rate applications on required and preferred qualifications. Develop your final shortlist by taking the top candidates across different criteria.

Plan to interview more than one underrepresented period of a different social identity

Prepare written documents that describe the reason(s) for rejecting candidates.

Notify those not selected for further consideration, in collaboration with University Human Resources.

## Inviting Candidates to Campus

Send candidates complete and diverse information about the university, community, and issues that may be relevant to candidates in a variety of circumstances, such as the brochure or flier titled, Build Your Faculty Career at Iowa State University. This resource is available on the ISU ADVANCE website and the Search Committee CANVAS Course. Also consider sending booklets, pamphlets, and other resources on hard copy.

Make sure all travel arrangements are made promptly and efficiently. Make it clear how candidates will be reimbursed for any charges they incur.

Ask candidates if they have particular individuals or resources they wish to visit when they are on campus and arrange for such visits ahead of time, if possible (e.g., collaborations, Faculty and Staff Associations, community connections).

Send candidates the final schedule and list of arrangements.

Arrange for candidates to be picked up at the airport by individuals who will make a favorable impression and put the candidates at ease.

Provide candidates with contact information for one or more individuals who will be able to help with last-minute questions or travel problems.

## Managing Campus Visits

Use the campus visit as an opportunity for the department to communicate:

- You are seriously interested in the candidate's scholarly credentials and work.
- ISU is a good place to work because it is intellectually lively.
- ISU is a good place to work because it has a variety of family-friendly policies.

Distribute information about potentially relevant policies (dual career, family leave, modified duties, etc.) to all job candidates regardless of social identity. Bookmarks with Work-Life Resources and information about What To Do

When Life Happens are available on the ISU ADVANCE website.

Share the departmental retention plan for new hires with candidates during their visits.

Consider how the department will represent itself as a place in which individuals from all social identities can thrive. Some things that may make the department more attractive are:

- Clear and public policies and procedures for evaluation and promotion
- Mentoring resources for faculty
- An explicit plan to promote equity within the department

Give the candidates a tour of the department, campus, and community.

While campus visits should be as similar as possible for all candidates, provide candidates with the opportunity to visit specific individuals of interest to them. For example, arrange a visit with one or more Faculty and Staff Association groups.

Give the candidates a chance to interact with the department's faculty in multiple venues, from formal seminar presentations to informal discussions and social events.

Focus on the candidate's ability to perform the essential functions of the job and avoid making assumptions based on race, ethnicity, religion, relationship or familial status, age, disability, sexual orientation, or veteran status.

Ensure that all persons involved in the interviews are fully committed to recruit each one of the candidates with welcoming and

equitable treatment. Assertively counteract any instances of treatment that appear to be racist, sexist, or otherwise inappropriate.

Use a set of common questions with all candidates to allow comparative judgment and ensure that crucial information related to the position is obtained.

Introduce women and underrepresented members of the department to all candidates, not just other women and underrepresented candidates. If you do not have women or underrepresented faculty in your department, set up meetings with with women and underrepresented faculty in other related fields.

To ensure equity, consider providing all candidates with a complete , list of things that would be possible for them to negotiate. These might include:

- Course release time
- Lab equipment and space
- Renovation of lab space
- Research assistance
- Clerical / administrative support
- Discretionary funds
- Travel funds
- Summer salary
- Moving expenses
- Assistance with partner accommodation/ employment
- Other issues of concern to the candidate

Consider appointing an advocate or mentor to help candidates throughout the negotiation process and help them secure the best possible compensation package.

If a candidate has a partner who will need placement help, try to help arrange interviews or other opportunities for the partner as early in the hiring process as possible. Be familiar with university resources to support these efforts, such as Dual Career assistance in the Provost's Office.

### Finalizing the Search

Solicit written remarks from those who met with or interviewed candidates.

Document the search process and final candidate rankings.

Arrange a second visit for the top candidate.

Personally call or email all finalists not selected as soon as the candidate selected has accepted the position offer. Follow up with a formal letter.

Evaluate the search process for what went well, what did not go well, and how to make the next search better.

# GUIDELINES FOR EFFECTIVE INTERVIEWS

Resource Page #10

## Before the interviews:

- Together with the committee, articulate your interview goals. Review and reflect on the desired qualifications of candidates. Make sure you will obtain sufficient information to make your decisions.
- Develop a set of core questions to be asked of each candidate. Whether you use a prepared set of questions or a more unstructured interview, develop some system of guaranteeing that someone asks each candidate the questions that will be key to the evaluation and comparison. Consider follow-up telephone conversations with candidates who were not asked all questions.
- Be sure all interviewers are aware of which questions are inappropriate.
- Consider who will interview the candidates. Discuss how to raise an interviewer's awareness of potential for bias and prejudice, and how to obtain and evaluate interviewer's feedback.
- Determine the interview structure and schedule. Be sure to provide breaks for the candidate and to permit sufficient time for the interviews. Build in some flexibility.
- Personalize the visit for each candidate. Decide which events other than interviews the candidates will engage in. Consider how you will learn about the candidate's needs and interests
- Provide opportunities for women and underrepresented members of the department to meet all candidates, not just women and underrepresented candidates. Events at which candidates can meet other underrepresented members can help them feel welcome.
- Provide candidates with the opportunity to seek information about campus resources from knowledgeable sources not directly involved in the search. Schedule a meeting for all candidates with someone qualified to discuss their diverse needs or refer them to relevant individuals and resources. This prevents candidates from having to address these needs with members of the search committee.
- Provide candidates with a detailed schedule that identifies by name and affiliation each person who will interview them and give a brief explanation of how this person relates to the search.
- Develop an information packet to share with all candidates. This packet should include information about campus and community and should provide references and resources the candidates can use without having to inform search committee members of their needs. Examples: Faculty and Staff Associations, child care and family resources, dual career policies and opportunities, and mentoring programs. The ISU ADVANCE website has downloadable resources available including Build Your Faculty Career at Iowa State, Work-Life Resources, and What to Do When Life Happens.

### During the interviews:

- Follow the plan established before the interview process and allow enough time for the interviews.
- Remind interviewers of which questions are inappropriate, and that they are not only inappropriate at formal interviews but also at meals, social events, and other informal gatherings.
- Consider distributing a list of inappropriate questions to all faculty members and interviewers.
- Ensure that all persons involved in the interviews are fully committed to recruit each one of the candidates with welcoming and equitable treatment. Assertively counteract any instances of treatment that appear to be racist, sexist, or otherwise inappropriate.
- Encourage all faculty members to attend a candidate's talks/lectures. This is an important part of making candidates feel welcomed and respected.
- Remind interviewers and faculty members to treat each candidate as a potential colleague, and stress that you want every candidate to conclude their visit with a good impression of the university and its faculty. Point out that candidates who are not treated with respect and dignity can do lasting damage to a department's reputation by informing others of how they were treated.

- Allow sufficient time for follow-up questions, candidate questions, and breaks.
- Remind interviewers to complete evaluations.

### After the interviews:

- Meet with your search committee as soon as possible after the completion of the interviews.
- Follow the agreed-upon process for making hiring decisions. Evaluate candidates for their strengths and weaknesses on specific attributes.
- Raise awareness of unconscious assumptions and their influence on evaluation of candidates. Consider whether any such assumptions are influencing your evaluation of final candidates.
- Check references following an agreed-upon format. If phone calls are made, draw up a common set of questions to ask in all telephone interviews.
- Communicate with both successful and unsuccessful candidates in a timely manner.
- Decide how to proceed if your top candidate turns you down.

# INTERVIEW QUESTIONS: WHAT TO ASK? WHAT NOT TO ASK?

Resource Page #11

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Age	Are you over 18 (or 21 for certain jobs)?	<ul style="list-style-type: none"> <li>• How old are you?</li> <li>• What is the date of your birth?</li> </ul>
National origin	Not Applicable	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage or nationality; nationality of parents or partner; applicant's native language
Gender	Not Applicable	A pre-employment inquiry regarding gender on an application form
Religion	Not Applicable	Inquiry into an applicant's religious denomination, affiliation, church, parish, pastor, or religious holidays observed. Avoid any question regarding organizations and/or affiliations that would identify religion.
Marital status	Not Applicable	<ul style="list-style-type: none"> <li>• Are you married?</li> <li>• Where does your partner work?</li> <li>• What are the ages of your children, if any?</li> <li>• What was your maiden name?</li> </ul>

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Disability	Specific questions related to job duties (e.g. Do you have a driver's license? Can you lift 50 pounds?)	<ul style="list-style-type: none"> <li>• Do you have a disability?</li> <li>• Have you ever been treated for the following diseases (list of diseases)?</li> <li>• Has any member of your family ever had any of the following diseases?</li> </ul>
Name	<ul style="list-style-type: none"> <li>• Have you ever worked for ISU under a different name?</li> <li>• Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work record? If yes, explain.</li> </ul>	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. Has applicant ever worked under another name, state name, or address?
Address	Applicant's place of residence.	<ul style="list-style-type: none"> <li>• Do you rent or own your home?</li> <li>• How long did you live at each particular address?"</li> </ul>
Birthplace	Not Applicable	Birthplace of applicant. Birthplace of applicant's parents, partner, or other close relatives.
Photograph	Not Applicable	Requiring an applicant to affix a photograph to the employment application at any time before hiring.

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Education	Inquiry into the academic, vocational, or professional education of an applicant and the public and private schools they attended.	Not Applicable
Citizenship	Are you legally authorized to work in the U.S.?	Country of citizenship. Whether an applicant is a naturalized or native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether parents or partner are naturalized or native-born citizens of the U. S. The date when such parents or partner acquired citizenship.
Organizations	Are you a member of any professional societies or organizations?	Inquiry into applicant's membership in nonprofessional organizations (e.g. clubs, lodges)
References	Names of appropriate employment references.	Not Applicable
Languages	<ul style="list-style-type: none"> <li>• Which languages do you read fluently?</li> <li>• Write fluently?</li> <li>• Speak fluently?</li> </ul>	Inquiry into how applicant acquired the ability to read, write, or speak a foreign language.

SUBJECT	WHAT MAY BE ASKED	WHAT MAY NOT BE ASKED
Height, weight, strength	Questions may be asked only if the employer can prove these requirements are necessary to do the job.	Not Applicable
Relatives	Names of applicant's relatives already employed by the university.	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by the university.
Notice in case of emergency	Names and addresses of persons to be notified in case of an accident or emergency.	Not Applicable
Military	<ul style="list-style-type: none"> <li>• Have you ever been a member of the armed services of the U. S. or in a state militia?</li> <li>• If so, did your military experience have any relationship to the position for which you have applied?</li> </ul>	Inquiry into an applicant's general military experience or type of discharge.

**SUBJECT**

**WHAT MAY BE ASKED**

**WHAT MAY NOT BE ASKED**

Character

- Have you ever been convicted of a felony?
- If so, when, where, and what was the disposition of the offense?
- Have you ever been convicted of a misdemeanor during the last five years, except for a first conviction for simple assault, disturbing the peace, drunkenness, speeding, or other minor traffic violations?
- Have you been convicted of a misdemeanor which occurred more than five years prior to the date of application where your term of imprisonment was completed less than five years prior to the date of application?

Have you been arrested?  
(An employer's use of an individual's arrest record to deny employment would, in the absence of business necessity, constitute a violation of the human rights law.)

# SAMPLE INTERVIEW QUESTIONS

Resource Page #12

## General

First, are there any questions we can answer for you?

### About the candidate as a person:

- What are your long-term career objectives?
- How would you describe yourself as a person?
- What do you consider your greatest achievement to be? Why?
- What are your strengths? Weaknesses?
- What do you look for in an organization or college?
- What are your salary expectations?
- What kind of reference would your current (previous) employer give you?
- Describe your leadership abilities.
- What is your greatest failure? Why?
- What character traits do you value most in others?

### About the candidate's background:

- Which functions or tasks in your last position did you not like? Why?
- Which functions and tasks do you enjoy most? Why?
- How do you feel about your career progress to date?
- What are some areas in which your current (or most recent) supervisor thinks you could improve?
- What have you accomplished in your present (or most recent) position?
- Why are you changing positions?
- What has been your previous experience in mentoring?

### About the candidate and your college:

- What interests you about this position/college/department?
- What are your concerns about this position/college/department?
- What contributions can you make to our college/department?
- Why should I hire you (vs. other candidates)?
- The university is committed to building a culturally diverse environment. How would you further this goal?
- How have equity, diversity, and social justice influenced and/or been a part of your teaching, research and/or outreach?

### About the candidate's supervisory or management skills (if applicable):

- What are your budget responsibilities?
- How would your staff describe you as a supervisor?
- Have you discharged anyone? How did you handle the situation?
- What is your supervisory style?
- What is your most difficult supervisory responsibility? Why?

### Teaching:

- What is your teaching philosophy?
- Provide a general overview of your teaching experience. Which courses have you taught?
- Which courses would you like to teach?
- Provide specific examples of past challenges you encountered in teaching undergraduate and graduate students.
- Have you participated in any teaching

preparatory programs (e.g., Preparing Future Faculty)? If so, describe your experience.

- How do you make sure you are inclusive of various cultural backgrounds in teaching?

#### Research:

- Describe your research.
- What would graduate students learn in your laboratory? What kinds of experiments/methods would they perform?
- Where do you see your research in five years?
- What are your most promising sources of funding?
- How do collaborations influence the future directions of your research?
- Who might you collaborate with at ISU? Would you have other collaborators outside the university?
- Tell us how your research has influenced your teaching.
- In what ways have you been able to bring the insights of your research to your courses?
- What is the status of any manuscripts or grant proposals in progress?
- For senior faculty: How many students have you graduated? What is the status of your current students?
- What are your space and equipment requirements?

#### Professional Practice/Outreach:

- Describe your experience in professional practice, outreach, or extension.
- Who do you consider your clientele or stakeholders?
- How does professional practice/outreach/extension integrate with/influence your teaching and or research?

# CANDIDATE EVALUATION TOOL

Resource Page #13



*This is a template for departments to modify for their own uses to create a tool to collect evaluations of candidates. The rating topics are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.*

Candidate's Name:

Category of Evaluator:

Faculty      Staff      Undergraduate Student      Graduate Student      Other: \_\_\_\_\_

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

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| Read candidate's CV                   | Attended meeting with candidate |
| Read candidate's scholarship          | Attended meal with candidate    |
| Read candidate's letters of reference | Other (please explain): _____   |
| Attended candidate's seminar          | _____                           |
|                                       | _____                           |

Please rate the candidate on each of the following:

Excellent  
Good  
Neutral  
Fair  
Poor  
Unable to Judge

- Potential for (Evidence of) scholarly impact
- Potential for (Evidence of) research productivity
- Potential for (Evidence of) research funding
- Potential for (Evidence of) collaboration
- Ability to contribute to department's priorities
- Ability to make positive contribution to department's climate
- Potential (Demonstrated ability) to attract and supervise graduate students
- Potential (Demonstrated ability) to teach and supervise undergraduates
- Potential (Demonstrated ability) to be a conscientious university community member

Please comment on the candidate's scholarship as reflected in the research seminar.

Please comment on the candidate's teaching ability as reflected in the teaching seminar.

Other comments on candidate's strengths, weaknesses or concerns?



### Knowledge and Skills in Teaching

<i>Extremely Effective</i>	<i>Acceptably Effective</i>	<i>Somewhat Ineffective</i>	<i>Unacceptable</i>	<i>Unable to Evaluate</i>
Demonstrates mastery and experience with a variety of teaching styles and approaches to reach an array of learning styles.	Demonstrates familiarity or experience in teaching, but does not display mastery in varied approaches or styles.	May have innate skills and abilities to teach to a wide array of students, but clearly lacks experience, and confidence in teaching at this point.	Does not demonstrate a working ability with varied teaching approaches to reach an array of student learning needs.	Insufficient knowledge or expertise to evaluate.

### Communication Abilities

<i>Extremely Effective</i>	<i>Acceptably Effective</i>	<i>Somewhat Ineffective</i>	<i>Unacceptable</i>	<i>Unable to Evaluate</i>
Speaks clearly in small or large groups. Has good command of English language. Is organized, articulate and engaging. Communicates ideas effectively. Answers questions clearly and concisely.	Speaks quite clearly and is organized, but lacks ability at times to engage listeners in the subject matter. May be verbose, or too concise, but still makes the point. Answers to questions may lack clarity.	Difficult to follow because of lack of command of the English language and/or failure to organize ideas. Fails to make concrete points. May speak too quickly, drone on, fail to answer questions.	Is inarticulate, difficult to understand and/or so poorly organized as to be almost or totally unintelligible. Unable to understand or answer questions. Unable to carry on a discussion.	Insufficient knowledge or expertise to evaluate.

### Leadership and Collegiality

<i>Extremely Effective</i>	<i>Acceptably Effective</i>	<i>Somewhat Ineffective</i>	<i>Unacceptable</i>	<i>Unable to Evaluate</i>
Has experience in effectively working in diverse teams on various types of projects. Shows strong interest in participating in departmental activities.	Has limited experience in working on team projects. Expresses some interest in departmental activities. May need some encouragement to participate.	Has no experience in working with others. Shows little interest in departmental needs or activities.	Shows no interest in working with others and no potential to develop such interest.	Insufficient knowledge or expertise to evaluate.

**Interpersonal Skills**

<i>Extremely Effective</i>	<i>Acceptably Effective</i>	<i>Somewhat Ineffective</i>	<i>Unacceptable</i>	<i>Unable to Evaluate</i>
<p>Is approachable. Comfortably interacts with new people. Easily engages in conversation. Shows good listening skills. Displays confidence in expressing opinions. Listens respectfully to opinions of others. Shows strong interest in students. Strong potential to contribute to a positive environment.</p>	<p>Interacts with others in a reasonably comfortable manner, but may show some reticence or unease. May not exchange opinions easily, either by not listening well or not confidently expressing own ideas. Shows moderate interest in students. Has potential to contribute to a positive environment but needs encouragement.</p>	<p>Has a hard time interacting with others. Shows unease or reserve. Makes little eye contact. May do better in one-on-one conversation than in larger groups. Does not express opinions easily. Does not listen well. Shows little interest in students. Has little potential to contribute to a positive environment.</p>	<p>Interacts poorly with others. Expresses opinions forcefully, or not at all. Does not respect opinions of others, or cannot respond to them. Does not engage in easy conversation. Shows no interest in students. Shows no potential to contribute to a positive environment.</p>	<p>Insufficient knowledge or expertise to evaluate.</p>

Overall, I find this candidate to be:

- Highly Acceptable     
  Acceptable     
  Marginal     
  Not Acceptable

Additional comments on the candidate’s strengths or any concerns you might have:

Please return this form to \_\_\_\_\_ by \_\_\_\_\_

# SAMPLE TEACHING SEMINAR EVALUATION FORM

Resource Page #15



Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Status of Evaluator:  Undergraduate Student  Graduate Student  Other  
 Faculty  Staff

For the questions listed below, score the “class” on a scale of 1 to 4, where

1 = poor                      2 = fair                      3 = good                      4 = very good                      NA = Not Applicable

Add comments below each question to explain your ratings.

How clearly was the topic introduced?	1	2	3	4	NA
How clearly were learning objectives explained?	1	2	3	4	NA
How effective were the learning activities used in accomplishing these objectives?	1	2	3	4	NA
How proactive was the candidate in trying to assess your learning?	1	2	3	4	NA
How well did the candidate respond to questions?	1	2	3	4	NA
How well did the candidate convey enthusiasm for the subject?	1	2	3	4	NA
Overall, how effective was the candidate in this teaching situation?	1	2	3	4	NA

# EVALUATING EXTERNAL REFERENCES FOR FACULTY CANDIDATES

Resource Page #16

The search committee may specifically ask references to include the items listed below or suggest that candidates ask their references to include this information.

## References should state:

- the relationship to the applicant
- the skills and abilities of the applicant and the referee's value judgment of these qualities
- the applicant's research record and the referee's value judgment of it
- the teaching record of the applicant and the referee's assessment of it
- the applicant's publication record and the referee's value judgment of it
- other additional items pertaining to this search as indicated by the search criteria

References can be systematically different depending upon the the social identity of the candidate. The following kinds of phrases, which may be the result of poor attention to writing rather than deliberate red flags, can unintentionally influence the reader:

- Doubt raisers or negative language: "although their publications are not numerous" or "while not the best student I have had, they" Potentially negative language: "they require only minimal supervision" or "they are totally intolerant of shoddy research"
- Faint praise: "they worked hard on projects that they accepted" or "they are void of mood swings and temper tantrums" or "they have been lucky in her collaborations"
- Hedges: "Their health and personal life are stable" or "they respond well to feedback"

- Irrelevancy: information that is not negative in itself, but lacking in academic characteristics such as "They are very active in church" or "They are quite close to my partner"
- Using gender terms for women and titles for men: "A lovely woman, she was an asset to our department." vs. "Dr. Smith was an asset to our department."
- Gendered adjectives: "Dr. Sarah Gray is a caring, compassionate physician" vs. "Dr. Joel Gray has been very successful with his patients"
- Grindstone adjectives: showing that women succeed through effort, and men succeed through abilities or talent such as "She is hardworking" vs. "He is highly motivated," "She is dedicated" vs. "He is highly intelligent," "She is conscientious, dependable, meticulous, thorough, diligent, dedicated, careful" (all synonymous effort adjectives) vs. "He is brilliant, inspired, talented, a rising star, gifted" (all synonymous talent adjectives), or "She contributed" vs. "He wrote"
- Gendered skill focus: writing more about "her teaching" (often perceived as a more female skill) and "his research" (often perceived as a more male skill); focusing on "her training" vs. "his skills and abilities"

## References:

\*Madera, J. M., Hebl, M. R., Dial, H., Martin, R., & Valian, V. (2019). Raising doubt in letters of recommendation for academia: gender differences and their impact. *Journal of Business and Psychology*, 34(3), 287-303.

## [Avoiding Gender Bias in Reference Writing](#)

## SAMPLE QUESTIONS FOR REFERENCES

Resource Page #17

1. How well do you know the candidate, for how long, and in what capacity?
2. How well do you think the candidate fits this position?
3. In your opinion, what are this individual's strengths? Weaknesses?
4. Comment on the candidate's scholarship, research skills, and ability to obtain grant support.
5. Is the candidate a national leader in this discipline? Does the candidate have the potential to be a national leader in this discipline?
6. Comment on the candidate's experience and abilities as a teacher and their commitment to education and students.
7. Comment on the candidate's outreach or professional practice and their involvement in the academic community.
8. How would you describe this individual's ability to work successfully with others and be a good departmental citizen?
9. Comment on the candidate's commitment to diversity. Cite examples.
10. How would you describe this individual's leadership skills?
11. How good are their communication skills, both orally and in writing?
12. Describe some of this individual's core professional values.
13. If this person had any critics, what would they be concerned about?
14. Would you hire this person for this position? Why or why not?
15. Do you have any other comments you feel are pertinent?
16. Can you suggest anyone else who might be able to help us assess this candidate?

# EVALUATION OF THE SEARCH PROCESS

## Resource Page #18

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Date: \_\_\_\_\_ Department: \_\_\_\_\_ Position: \_\_\_\_\_

Search Committee Chairs: \_\_\_\_\_

Search Committee Members: \_\_\_\_\_

### 1. Timing

- Did you follow the timeline established at the start of the search?
- Did you spend less/more than what was allocated for the search?
- What issues or concerns do you have about timing in this search?

### 2. Advertising

- Did you make special efforts to increase the diversity of the pool?
- What were these special efforts?

### 3. Campus Interviews

- Were all candidates' visits conducted as similarly as possible?
- Were all candidates treated respectfully and asked the same questions?
- Were candidates given the opportunity to request specific visits or meetings?
- What issues or concerns do you have about the campus interviews?

### 4. Communication

- Did you respond in a timely manner to prospective candidates?
- Did you promptly notify candidates who were no longer under consideration?
- Did you notify the finalists who were not selected as promptly as possible?
- What issues or concerns do you have about your communication with candidates?

## 5. Training and Resources

- Which on-campus resources were most helpful to you before and during the search?
- From where did you obtain these resources?
- What additional support was needed?

## 6. Strengths

- What were some of the strengths of the process?
- What went well?

## 7. Improvement

- What are some areas of the process that need improvement?
- What did not go so well?

# EVALUATING A CANDIDATE'S RESPONSES: WHAT WENT WRONG OR RIGHT?

Resource Page #19

To improve the process and success rate of future faculty searches, it helps to know why current candidates accept or reject offers. Provide as much information as possible on your recent search.

## Why did your recent hire accept the position? What went right in the search?

Positive practices may include:

- warm attention from the department chair
- frequent and prompt attention by phone and email
- meeting with both graduate and undergraduate students
- meeting with faculty and postdocs of the same underrepresented group
- receiving information about dual career opportunities early in the process
- receiving information about family-friendly policies and resources
- having a partner treated with respect, interest, and enthusiasm
- a sense of the negotiation being with the candidate's long-term best interest in mind
- rapid resolution of negotiation with a formal offer quickly presented

## Why did any candidates reject your offer? What went wrong in the search?

Problematic practices may include:

- contradictory information from the chair and other senior faculty members
- evidence of disorganization or lack of unity in the department's approach
- suggestions by faculty that candidates are not being recruited for scientific excellence but because of gender, race, or other social identity
- being asked questions about family issues before any offer is made. These are illegal questions.
- potential colleagues interacting with the candidate's partner in a way that suggests the partner is not valued or desirable on their own terms

# RECRUITMENT WORKFLOW FOR TENURE-TRACK FACULTY POSITIONS

Resource Page #20

## Development of Search Committee

- Tenure-track (includes tenure-eligible, tenured positions) search approved by college and department chair notified by dean's office.
- Department chair appoints a search committee chair and members and provides the charge.
- Search committee members' names provided to dean's office; must include a member external to the department.
- Search committee members complete ISU ADVANCE search committee training.

## Job Posting and Advertising

- Search committee and/or department chair develops draft job posting and evaluation matrix for college review, forwards to Human Resources (HR) Coordinator.
- College approves draft job posting and develops evaluation matrix, or provides additional feedback.
- Approved posting is submitted to HR Coordinator for approval and posting.

- Job posting active on ISU job board, external posting best practices follow:
  - Department facilitates external, national/international job postings and MUST include the National Registry of Diverse & Strategic Faculty at [www.theregistry.ttu.edu](http://www.theregistry.ttu.edu).
  - User name = isu and password = goclones
  - To satisfy potential sponsorship needs, it is a best practice to post your job posting in the Chronicle of Higher Education.
  - A minimum of 30 calendar days is required either in print or electronically (as determined by appointment type).

## Request to Screen Candidate Pool

- After the lapse of the guaranteed consideration date, the search committee chair prepares the request to the college to review candidate pool.
- Search committee prepares recruiting diverse candidates' statement including the following:
  - Brief statement of the committee efforts to recruit a strong and diverse pool of candidates.
  - Statement of where the department is underutilized with regard to candidate demographics nationally. An available source is UC Irvine Availability Data by Field of Study at <http://www.oed.uci.edu/availabilitystats/tenured/index.php>.

- Description of whether the percentage of the candidate pool is representative of the national pool of available, underrepresented individuals in the discipline (Equal Opportunity report provided by Human Rights Campaign).

- Dean coach (e.g., Associate or Assistant Dean) reviews and approves candidate pool or requests additional recruitment efforts.

### Candidate Screening Process

- After college approval, the search committee begins reviewing the candidate pool against the evaluation matrix developed at the time of posting.

- Search committee chair requests permission of the college to interview and submits the following:
  - Completed evaluation matrix
  - CVs of candidates selected for interview

- Upon college approval, HR Coordinator loads candidate ratings into Workday and provides final administrative approval for interview.

- Search committee can make contact with candidates and communicate interview interest; departmental administration can support logistic and scheduling support.

### Interview Process

- Initial interviews can be conducted via phone or Zoom/WebEx to narrow the pool of candidates for an on-campus interview. Dean coach must approve narrowed list of candidates for on campus visits if virtual interview or other down selection was utilized.

- Schedule on-campus interviews, note:
  - All candidates at assistant professor level must meet with an associate dean and candidates at associate professor or professor level must meet with the dean.
  - Contact dean's office administrative specialist to schedule interviews with the dean's office.

- Contact references for top candidates. A minimum of two off list calls must be made and documented for top candidates being considered for an offer with tenure

### Hiring Process

- Search committee/chair submits a summary identifying each candidate's strengths and areas for opportunity to the department chair. Summary may reflect rankings of final candidates, if requested by the department chair.

- Department chair selects candidate for hire and requests dean's approval.

- After receiving dean's approval, chair begins unofficial offer conversation, note:
  - This conversation can include salary expectations, start-up needs, dual career accommodation, space, start date, and other related matters.
  - If start-up will be part of the offer, consult with dean coach.
  - If a dual career accommodation will be part of the offer, contact dean coach.
  
- Department chair obtains college approval on terms of appointment and provides offer letter draft to HR Coordinator.
  
- HR Coordinator creates offer letter in Workday (document generates immediately via DocuSign) and routes through the university for approval as follows:
  - Department chair
  - Dean's office
  - Provost's office
  
- Once candidate has signed their offer letter, a background check is initiated.

# SAMPLE RECRUITMENT WORKFLOW FOR TENURE-ELIGIBLE FACULTY POSITIONS



This is an optional resource that is modeled after a College of Liberal Arts and Sciences document. Adapt the steps for your unit and academic college. Credit: Stacy Kilstofte and Mallory Hamilton, Iowa State University.

## Development of Search Committee

- Tenure-track (includes tenure-eligible, tenured positions) search approved by college and department chair notified by dean's office.
- Department chair appoints a search committee chair and members and also provides the charge.
- Search committee members' names provided to dean's office; committee may include an external member who could be a potential collaborator with the candidate. External members may serve as process observers, who fully contribute to the process but do not participate in department-specific processes or voting.
- Search committee members complete ISU ADVANCE search committee training.
- Job posting active on ISU job board. External posting best practices follow:
  - Department facilitates external, national/international job postings and includes the National Registry of Diverse & Strategic Faculty at [www.theregistry.ttu.edu](http://www.theregistry.ttu.edu). User name = isu and password = goclones
  - To satisfy potential sponsorship needs, it is best practice to post your job posting in the Chronicle of Higher Education.
  - A minimum of 30 calendar days is required either in print or electronically.

## Request to Screen Candidate Pool

- After the lapse of the guaranteed consideration date, the search committee chair prepares the request to the college to review candidate pool.

## Job Posting and Advertising

- Search committee and department chair develops draft job posting and evaluation matrix (if applicable) for college review, forwards to Human Resources (HR) Coordinator.
- College approves draft job posting and develops evaluation matrix or provides additional feedback.
- Posting is submitted to HR Coordinator for approval and posting.
- Search committee prepares statement for recruiting diverse candidates such as:
  - Brief statement of the committee efforts to recruit a strong and diverse pool of candidates.
  - Statement of where the department is underutilized relative to candidate demographics nationally. Utilize national data sources.

- Description of whether the percentage of the candidate pool is representative of the national pool of available, underrepresented individuals in the discipline.

- Dean coach (e.g., Associate or Assistant Dean) reviews and approves candidate pool or requests additional recruitment efforts.

### Candidate Screening Process

- After college approval, the search committee begins reviewing the candidate pool against the evaluation matrix developed at the time of posting.
- Search committee chair requests permission from the college or HR to interview and submits completed evaluation matrices.
- Upon college approval, HR Coordinator loads candidate ratings into Workday and provides final administrative approval for interview.
- Search committee can make contact with candidates and communicate interview interest; departmental administration can support logistic and scheduling support.

### Interview Process

- Initial interviews can be conducted via phone or Zoom/WebEx to narrow the pool of candidates for an on-campus interview. Dean coach must approve narrowed list of candidates for on campus visits if virtual interview or other down selection was utilized.
- Schedule on-campus interviews, note:
  - Who are candidates expected to meet with?
    - Dean and/or associate dean?
    - Provost or/or associate provost?
  - Contact administrative specialists to schedule interviews with the dean and/or provost's office (as applicable).
- Contact references for top candidates. Should off list calls be made and documented for top candidates being considered for an offer with tenure?

### Hiring Process

- Search committee/chair submits a summary to the department chair identifying each candidate's strengths and weaknesses. Summary may reflect rankings of final candidates (if requested by the department chair).
- Department chair selects candidate for hire and requests dean's approval.

- After receiving dean's approval, chair begins unofficial offer conversation, note:
  - This conversation can include salary expectations, start-up needs, dual career accommodation, space, start date, and other related matters.
  - If start-up will be part of the offer, consult with dean coach.
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