TOP 10 EVIDENCE-BASED PRACTICES FOR INCLUSIVE HIRING

UMD's Inclusive Faculty Hiring Pilot Program

This document was created as a guide for faculty search committees participating in the Inclusive Faculty Hiring Pilot Program. The practices included in the Pilot are indicated with (**).

These practices are based on research literature and the work of universities in the Big 10 Academic Alliance and other American Association of Universities (AAU) peer institutions. They build on and strengthen the existing hiring guidance in the Procedures and Guidelines for Conducting Searches at the University of Maryland and the Approved Substantive Changes to the University Search and Selection Guidelines.

All colleges participating in the Pilot Program agreed to follow the best practices indicated with a ** for tenure and tenure track faculty searches.

BEGINNING THE SEARCH

**1) Intentionally design faculty job descriptions to attract a wide array of applicants.

- Broadly define the position qualifications and carefully consider qualifications that are required versus preferred (e.g. "Candidates should possess an advanced degree in a related field").[1]
- Encourage candidates to note diversity related skills or experiences that contribute to the department, college, and university mission.[2]
- Note the opportunities for interdisciplinary scholarship and research; Include information about research centers and building new programs.[3]

- Use gender-neutral wording to describe the position; Avoid modifiers with gender-associated qualities (e.g. dominant, competitive, individualized).[4]
- Describe teaching responsibilities and other duties outside of research; Ask candidates to note experience with using different teaching methods and teaching/mentoring diverse students.[5]
- Include a departmental commitment to diversity in the position description, for example: *The Department of _____ is committed to increasing the diversity of the campus community. Candidates who have experience working with a diverse range of faculty, staff, and students, and who can contribute to the climate of inclusivity are encouraged to identify their experiences in these areas.*[6]

**2) Actively market the position to increase the size and diversity of the candidate pool.

- Traditional modes of faculty outreach often yield candidates whose skills, qualities, and attributes replicate the committee's composition.[7] In addition to traditional sources, seek marketing outlets and networks (journals, websites, job boards, associations) that include and target women and underrepresented groups.

**3) Use current data regarding the diversity of the candidate pool to inform committee's recruitment and hiring strategy.

- Review a search-specific datacard for each position. Each datacard includes demographic information about UMD faculty (institution and department level); peer institution faculty (department level); candidate pool information from previous departmental searches (2011-2016), and recent Ph.D. graduates and postdoctoral fellows; Use data to inform search plan.

**4) Recruit candidates from diverse backgrounds.

- Surprisingly few candidates from underrepresented groups are actively sought after for faculty positions.[8] Identify candidates by

using directories that list Ph.D. graduates and postdoctoral fellows from underrepresented groups; Assign committee members to send individualized recruitment messages to the candidates identified.

**5) Recognize the role of implicit bias in the hiring process.
- Developing bias literacy and creating concrete action plans for recruitment and evaluation of candidates can reduce bias in the hiring process.[9] Committee members will participate in an implicit bias workshop presented by the Office of Diversity & Inclusion and the ADVANCE Program for Inclusive Excellence.

**6) Require diversity among the candidates invited to the interview round of the search process.
- Maximizing diversity on the short list and in the finalist pool increases likelihood of hiring a candidate from an underrepresented group.[10] Research indicates that female faculty are hired more frequently when at least two women are on the short list.[11]

EVALUATING CANDIDATES

**7) Develop consensus around inclusive job criteria and ensure that these criteria are used to assess the credentials of each candidate.
- Develop well-defined job criteria based on the requirements of the position prior to the application review process.[12]

Please rate the applicant on each of the following	excellent	good	neutral	fair	poor
Evidence of/potential for research productivity					
Evidence of/potential for attracting outside funding					
Evidence of/potential for scholarly impact / tenurability					
Evidence of/potential for interdisciplinary work					
Evidence of/potential for teaching/mentoring undergraduate and graduate students					
Evidence of/potential to compliment and contribute to department's expertise and course offerings					
Demonstrated ability/potential to contribute to the diversity mission of the department/university					

(Adapted from University of Michigan STRIDE)

- Create standardized rubrics and/or checklists to evaluate all applicants.[13]
- Carefully evaluate application materials with bias literature in mind. For example, recommendation letters written for female applicants tend to be shorter and contain more qualifiers than those written for men, even when both candidates are equally qualified.[14]

**8) Facilitate a structured, inclusive interview process.
- Create a structured, formal interview protocol that will be uniformly used with all candidates.[15]
- Facilitate campus visits that highlight UMD's commitment to diversity. Women, LGBTQ individuals, and underrepresented minorities may be particularly attuned to the diversity climate when visiting campus.[16]
- Have candidates, regardless of race, gender, or sexual orientation, meet with a broad array of diverse students and faculty.
- Give candidates comprehensive information regarding accommodations for disabilities, partner and family-related policies, and the unique strengths and assets of your department and the university on our inclusive, supportive academic community.

SECURING THE FINAL HIRE

9) Make a final offer with a competitive compensation and benefits package.
- Women and underrepresented minority faculty face barriers in negotiating for salary (contributing to the pay gap) and negative negotiation experiences lead to higher job dissatisfaction.[17] Institutions can enhance the negotiation process by making clear what aspects of the job offer are negotiable.[18]

10) Provide dual-career assistance for candidates with partners.
- Dual-career assistance programs can attract women and underrepresented faculty by providing support for their partners during the job transition.[19] Information regarding dual-hire policies should be provided to candidates during the on-campus interview as well as during the offer stage.

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