



Inclusive Faculty Hiring Checklist

Directions: Think about searches you have experienced in your department or unit and place an “X” in the column that best matches your experience. This exercise is for discussion only. Your response will not be turned in.

| | In my experience, we: | Yes | Some what | No/I don't know |
|-----------------------|---|-----|-----------|-----------------|
| STARTING THE SEARCH | <ul style="list-style-type: none">Assess the applicant pool of past searches and recruitment strategies that have worked in the past. | | | |
| | <ul style="list-style-type: none">Regularly send faculty or administrators to conferences where we know we might be able to recruit women and racially minoritized postdocs and/or early-career faculty. | | | |
| | <ul style="list-style-type: none">Participate in a workshop on effective and inclusive search and selection processes. | | | |
| | <ul style="list-style-type: none">Draft our job description to cast a wide net in terms of qualifications and disciplinary/sub disciplinary backgrounds as appropriate | | | |
| | <ul style="list-style-type: none">Articulate a department commitment to diversity in our job ad. | | | |
| | <ul style="list-style-type: none">Place our job ads in journals/publications/organizations that target underrepresented groups. | | | |
| | <ul style="list-style-type: none">Utilize our personal and professional contacts to identify promising racially minoritized and women candidates and contact them individually to encourage their applications. | | | |
| | <ul style="list-style-type: none">Ask candidates to submit faculty diversity statements. | | | |
| | <ul style="list-style-type: none">Use data on diversity in the field or discipline to give context to the demographics of the applicant pool. | | | |
| EVALUATING CANDIDATES | <ul style="list-style-type: none">Determine a structure for decision-making before the deliberating candidates (voting, consensus). | | | |
| | <ul style="list-style-type: none">Discuss the criteria as a committee, including what each criterion means and what evidence will be considered to evaluate if the candidate meets it. | | | |
| | <ul style="list-style-type: none">Use a rubric or other standardized evaluation tool to evaluate each candidate when determining who will be on the short list. | | | |
| | <ul style="list-style-type: none">Include diversity, equity, and inclusion criteria in our rubric and meaningfully weight them in our decision-making. | | | |
| | <ul style="list-style-type: none">Assign each committee member a candidate(s) to present and summarize to the group; Discuss each candidate individually, in different domains of qualifications (e.g., research/scholarship, teaching, service/leadership, DEI). | | | |
| | <ul style="list-style-type: none">Create a structure for how feedback will be elicited (e.g., a different person speaks first each time; early career or student members are invited to present their opinions before more experienced committee members). | | | |
| | <ul style="list-style-type: none">Work with our Equity Administrator to understand if our short list is diverse. | | | |



| | In my experience, we: | Yes | Some what | No/I don't know |
|-----------------------------|--|-----|-----------|-----------------|
| INTERVIEWING AND ONBOARDING | <ul style="list-style-type: none"> Develop a structured interview process and use it with each candidate during the on-campus interview. | | | |
| | <ul style="list-style-type: none"> Ask all on-campus candidates if there are individuals/groups that they would like to meet with during their time at UMD. | | | |
| | <ul style="list-style-type: none"> Assign a facilitator/moderator for job talks to ensure all candidates receive a similar number of audience questions. | | | |
| | <ul style="list-style-type: none"> Proactively share information about work-family policies and dual-career resources with all candidates. | | | |
| | <ul style="list-style-type: none"> Offer an "onboarding advisor" who checks in with the candidate between the time of hire and the start date. This person could be someone more recently hired who could advise on relocation. | | | |
| | <ul style="list-style-type: none"> Connect new hires to relevant faculty affinity groups and listservs. | | | |
| | <ul style="list-style-type: none"> Ensure new hires understand the resources/benefits available to caregivers (https://uhr.umd.edu/benefits/family-care/) before they start the role. | | | |

Suggested Citation: Culpepper, D. & O'Meara (2023). *Inclusive Faculty Hiring Checklist*. ADVANCE Program.

Checklist Adapted From

- Carnes, M., Devine, P. G., Isaac, C., Manwell, L. B., Ford, C. E., Byars-Winston, A., ... & Sheridan, J. (2012). Promoting institutional change through bias literacy. *Journal of Diversity in Higher Education*, 5(2), 63-77.
- Carnes, M., Devine, P. G., Manwell, L. B., Byars-Winston, A., Fine, E., Ford, C. E., Forscher, P., Isaac, C., Kaatz, A., Magua, W., Palta, M., & Sheridan, J. (2015). Effect of an intervention to break the gender bias habit: A cluster randomized, controlled trial. *Academic Medicine*, 90(2), 221-230.
- Fine, E., Sheridan, J., Carnes, M., Handelsman, J., Pribbenow, C., Savoy, J., & Wendt, A. (2014) Minimizing the influence of gender bias on the faculty search process. In V. Demos, C.W. Berheide, M.T. Segal (Eds.) *Advances in Gender Research* (Vol. 19) (pp. 267-289). Bingley, UK: Emerald.
- Fine, E. & Handelsman, J. (2012). *Searching for excellence and diversity: A guide for search committee chairs*. University of Wisconsin-Madison: WISELI and the Board of Regents of the University of Wisconsin System. Retrieved from http://wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf
- Iowa State University (n.d.). Resource Guide for Recruiting Excellent and Diverse Faculty. Retrieved from <http://www.provost.iastate.edu/administrator-resources/recruitment/guide>
- North Dakota State University (n.d.). Searching for Excellence: A Search Committee Checklist. Retrieved from: https://www.adams.edu/administration/hr/searching_for_excellence-_committees_4-11.pdf
- Roehling, M.V., & Granberry Russell, P. (Eds.) (2012). *Faculty search toolkit: A resource for search committees and administrators at Michigan State University* (NSF ADVANCE Grant #0811205). East Lansing, MI: Michigan State University.
- Smith, J. L., Handley, I. M., Zale, A. V., Rushing, S., & Potvin, M. A. (2015). Now hiring! Empirically testing a three-step intervention to increase faculty gender diversity in STEM. *BioScience*, 65(11), 1084-1087.
- University of Arizona (n.d.). *Top 10 Recruitment Strategies*. Retrieved from <http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/recruitment-top10strategies.pdf>
- University of Michigan Office of the Provost (2014). Handbook for faculty searches and hiring. Retrieved from <http://advance.umich.edu/resources/handbook.pdf>
- University of Washington Office of Faculty Advancement (2016). *Best practices in faculty searches*. Retrieved from: <http://www.washington.edu/diversity/files/2016/02/BestPracticesHandbook.pdf>
- University of Virginia Charge (n.d.). *Faculty Search Committee Tools*. Retrieved from http://uvasearchportal.virginia.edu/?q=search_tools
- West Virginia University ADVANCE (n.d.). *Long Checklist for Faculty Searches*. Retrieved from advance.wvu.edu/r/download/179892