



Faculty Recruitment Handbook

A research-based
guide for recruiting
excellent faculty

**Created in cooperation by the Offices of Equal Opportunity,
Human Resources, and the Rising Tide Center
at the University of Maine**



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Overview of the Process

Beginning January, 2014, the University of Maine implemented a web-based job posting and recruiting software program called HireTouch which streamlines the entire recruitment and candidate management process. HireTouch has converted the action steps of our previous paper-based system into an on-line process.

HireTouch allows for an automated approval process of the position authorization, collection of employment applications online, electronic screening of candidates, distribution of applications electronically to search chairs and search committees, and communication with candidates via e-mail.

The use of HireTouch results in shorter timeframes for filling jobs and provides most cost-effective recruitment that yields a more diverse pool of candidates. Hiring departments and staff with job responsibilities that include personnel searches will be provided with hands-on training when they have a position to post.

A brief synopsis of the process

- To start the online posting process, the hiring department e-mails a draft job announcement/ advertisement in Word to their Human Resources Partner (HRP) for review and editing.
- Once the job announcement/advertisement has been finalized, the HRP will prepare the job template in HireTouch and notify the hiring department to begin processing the job requisition (formerly the RTF and RTF-S) through HireTouch. Once the job requisition is prepared and routed electronically for all necessary administrative approvals, the HRP will then post the position on-line.
- Once the position is posted, applicants may begin to apply on-line.
- Candidates log on to umaine.hiretouch.com to view available positions and create their personal profile.
- Candidate information is easily accessible on-line and can be shared with search committee members.
- The system also facilitates communication with applicants to send position status notifications or final acknowledgement letters.

Why diversify the faculty?

Building a faculty that is broadly diverse is an important goal for the University of Maine because a diverse faculty enhances the University in a variety of ways...

- Students progress by being exposed to a greater diversity of ideas, and by receiving input from individuals like themselves, as well as from individuals that are unlike them. When students are exposed to a diversity of opinions and

outlooks, they will be better prepared to succeed in a diverse world with a global economy (Brown, 1998; Collins & Kritsonis, 2006)

- Diversity among the faculty helps to ensure that all students are provided with role models, and are instilled with the knowledge that they too can succeed in their career goals. Research has shown that underrepresented students benefit from having faculty and advisors with similar backgrounds and experiences (Trower & Chait, 2002). Similarly, even students from predominant backgrounds can benefit from interacting with diverse others (Pascarella et al., 2001)
- The greater the diversity of the faculty, the broader the range of coverage in course offerings. Additionally, students will be exposed to different types of teaching and learning methods.
- Experience with a faculty that provides a diversity of curricula and teaching methods results in students who are: more complex thinkers, confident in handling cultural differences, and likely to seek to remedy inequities (Hurtado et al., 1999; Smith et al., 1997). Students at the University of Michigan who experienced greater diversity had higher academic confidence, and social skills; and multiple diversity experiences appear to have synergistic effects on the development of self (Nelson Laird, 2005)

What is affirmative action and how does it work to diversify the faculty?

- An affirmative action program is a management tool designed to ensure equal employment opportunity. 41 C.F.R. § 60-2.10(a)(1). A central premise underlying affirmative action is that, over time, a workforce generally will reflect the gender, racial, and ethnic profile of the labor pools from which the contractor recruits and selects. Id. The same expectation has recently been extended to individuals with disabilities and protected veterans. The University of Maine, as a federal contractor, is required to have an affirmative action program addressing its hiring and treatment of women, minorities, individuals with disabilities, and protected veterans.
- An affirmative action program does not require, and indeed does not allow, preferential treatment for women or minorities. Rather, an affirmative action program includes those policies, practices, and procedures that the university implements to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement, and every other term and privilege associated with employment. 41 C.F.R. § 60-2.10(a)(3).
- The key to diversifying the faculty, therefore, is to ensure that the applicant pool is as diverse as possible given the demographics of the qualified labor pool and then ensuring that no one who applies is discriminated against—either intentionally or unintentionally.



Best Practices for Recruiting the Best Candidate:

Write the Job Advertisement



Recruiting an outstanding pool of possible faculty candidates begins early — with the job advertisement. The ad that will be placed in *The Chronicle of Higher Education*, sent to your discipline's association listservs, or shared via e-mail with colleagues, is more than just a listing of qualifications for your position; a well-written ad can go a long way in casting your net wide enough to attract the best candidate pool. Here are a few suggestions in verbiage to assist you in recruiting an outstanding pool:

- Carefully consider the ways in which “required,” “preferred,” and “desired” qualifications can either expand or narrow your pool
 - Over-emphasis on very specific subfields will narrow your pool
 - Consider using terms such as “preferred” in place of “required” and “should” instead of “must” in describing qualifications to broaden your pool
- Emphasize the traits of your department/school and UMaine that will be most attractive to potential faculty
 - Most new faculty are more interested in work-life balance than salary; in fact, we have learned that UMaine faculty have come here and stayed here because of quality of life issues, more than anything else. Point this out in your job ads with phrases such as:
 - “We are a faculty that values work-life balance.”
 - “Surveys repeatedly show that our faculty come and stay for the quality of life Maine offers.”
 - “UMaine is responsive to the needs of dual-career couples.”
 - “UMaine is an NSF ADVANCE institution.”
- Language in the content of the ads as well as in the desired qualifications can also assist in broadening and diversifying your pool. Consider the following statements from recent job advertisements on *The Chronicle's* website:

“The successful candidate will have demonstrated an ability to be responsive to the educational equity goals of the university and its increasing ethnic diversity and international character.”

“We are especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.”

“Desirable Qualifications

 1. Experience working in multi-ethnic or disadvantaged communities.
 2. Experience teaching in a multi-cultural, diverse student community.”

Sample Job Advertisement for UMaine Faculty Position



Assistant Professor of Discipline Department of Discipline

The Department of Discipline at the University of Maine invites applications for a tenure-track, academic-year position as Assistant Professor in applied or interdisciplinary discipline, effective September 1, 201X. Exceptionally well-qualified candidates from all areas of applied or interdisciplinary discipline are encouraged to apply. Preference will be given to candidates who can support our teaching and advising activities in discipline and who can also reinforce both research activities in the Department and the University's interdisciplinary research efforts while working in a collegial environment.

A Ph.D. in Discipline or a related field is required by date of hire. Demonstrated effective teaching, experience working with diverse individuals, and strong potential for obtaining external research funding are also required, as are excellent written and oral communication skills. Responsibilities include undergraduate and graduate teaching, advising of students, directing undergraduate projects and graduate theses, and maintaining an active research program. The teaching load for this position will typically be two courses per semester, depending on the needs of the department.

The University of Maine is the primary graduate institution in the State of Maine. The Department offers BA and MA degrees. Further information about the Department and our activities can be found at www.umaine.edu. We are a faculty that supports work-life balance.

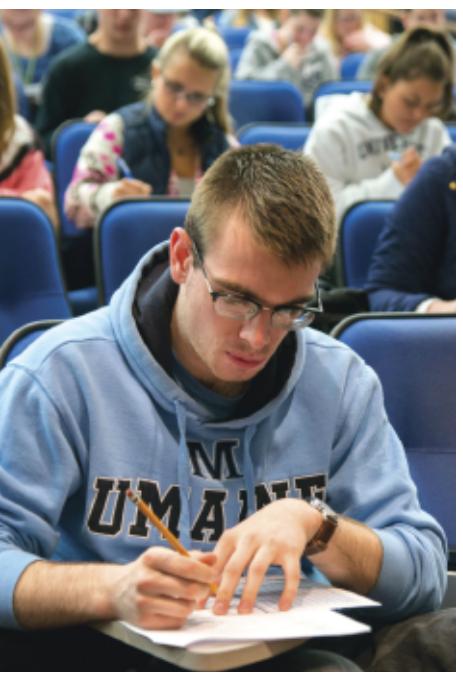
Faculty come to UMaine and stay here because of the quality of life it offers. The University of Maine is located just 60 miles from the beautiful Bar Harbor area and Acadia National Park. Numerous cultural activities, excellent public schools in safe neighborhoods, little traffic, and a reasonable cost of living make the greater Bangor area a pleasant place to live.

To apply, submit a cover letter describing your background and how you would contribute to the teaching and research missions of the department, research and teaching statements, a curriculum vitae and the contact information for at least three references. You may submit your application materials as a single .pdf to email@maine.edu, or mail to:

Asst. Professor Search
University of Maine
Department of Discipline
229 Alumni Hall
Orono, ME 04469-5703

Incomplete applications cannot be considered. Appropriate background checks are required. General correspondence about this position should be sent to hiring@maine.edu. The position is open until filled, however, applications received after the first screening date of December 1, 201X will be considered at the discretion of the University. As an NSF ADVANCE institution, UMaine is committed to diversity in our workforce and to dual-career couples. It is our intention to create an environment that is inclusive of all individuals. Therefore, UMaine aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

The University of Maine is an EEO/AA employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, protected veteran status, or any other characteristic protected by law.



Take stock of assumptions about the search

- Previous search committee chairs report that the following assumptions may hamper efforts to recruit a diverse and excellent pool of candidates. Some potential responses include:
 - **"We shouldn't have to convince a person to be a candidate."** In fact, many of the finalists in searches across campuses—for positions as diverse as assistant professor, provost, and president—had to be convinced to apply. Some candidates may think their credentials don't fit, that they are too junior, or that they don't want to live in Maine. Talk to prospective candidates and ask them to let the committee evaluate their credentials. Remind them that without knowing who will be in the pool, you can't predict how any given candidate will compare and ask them to postpone making judgments themselves until a later time in the process. Once they are in the pool, either side can always decide otherwise, but if candidates don't enter the pool the committee loses the opportunity to consider them. Another argument to use with junior candidates is that the application process will provide valuable experience even if their application is unsuccessful in this search. Remind them that going through the process will make them more comfortable and knowledgeable when the next job opportunity presents itself. Individual attention and persistence pay off—there are many examples from other searches of “reluctant” candidates who needed to be coaxed into the pool and turned out to be stellar finalists
 - **"Excellent candidates need the same credentials as the person leaving the position."** There are many examples of highly successful people who have taken nontraditional career routes. Some of our best faculty were recruited when they had less than the typical amount of postdoctoral experience, were employed at teaching colleges, had taken a break from their careers, or were working in the private sector or in government positions. At the national level, it is interesting to note that none of the five female deans of colleges of engineering in the U.S. were department chairs before becoming deans, and they are all highly successful deans. Think outside the box and recruit from unusual sources. You can always eliminate candidates from the pool later.
 - **"People from Group X don't make good teachers/ administrators/faculty members, etc."** We all make assumptions about people based on the university granting their degree, the part of the country or world they come from, and their ethnicity or gender. Encourage your committee members to recognize this and avoid making assumptions. Your pool will only be hurt by comments such as, “People from the South never adjust to Maine’s weather,” “We never recruit well from urban areas,” or “There are no women [in a given field].”

Form the search committee

- Have at least 3 members total
 - Name 1 chair (the chair should ideally be in or have knowledge regarding the research area being targeted)
 - Include 2-5 faculty in, or knowledgeable about, the targeted research area
 - Consider including at least one non-department member as part of the committee
 - Diversify the committee, to the degree possible, by race, gender, culture, research, teaching, other perspectives, etc. It is the University's expectation that both men and women will participate on each search committee. If this is problematic, please contact the Office of Equal Opportunity

(Note: 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)

Convene and communicate with the search committee

- To avoid inequity or unfairness in information dissemination throughout the search process, determine how the search committee members will communicate with each other, the search chairperson, or interested candidates
- Reiterate with everyone the need for confidentiality in all search materials, search conversations, and interactions with candidates and references
- At least one member of the search committee should attend a training with EO and HR (or participate in their online training)
- At the first meeting of the committee, discuss how equitable search practices are a priority and methods for actively recruiting a diverse pool
- Also, consider how the search committee may assist in developing a retention plan for the new hire: what will assist the new hire in wanting to stay at UMaine?



Recruit actively in diverse locations and with diverse methods

- In accordance with the University of Maine's Affirmative Action Plan, the University undertakes particular recruitment targeted at women, faculty of color, veterans, and individuals with disabilities. The Office of Equal Opportunity can assist in the development of a recruitment strategy to attract as diverse a pool as possible given the demographics of the qualified labor pool
- Recruiting for a diverse pool can take either a passive or active perspective. Faculty searches identified as active are those in which faculty identify candidates early in their Ph.D. studies and maintain a relationship until these candidates go on the market. This strategy is considered more effective than a passive search, where the faculty wait for candidates to apply to an advertised opening

PASSIVE		ACTIVE					
Assumption: UMaine is good; the best candidates apply women/minorities		Assumption: The best, particularly women/minorities					
• Place ad in technical journal	• Call your colleagues for prospective referrals	• Place ad on listserves	• Pay for ad on diversity sites	• Ask your PhD/postdocs for referrals	• Search recruited schools	• Search nation-wide fellows	
• Wait for applications			• Attend PhD/postdoc talks at national conferences	• Send personal email/letter	• Call colleagues at HSI, MSI, HBCU	• Identify PhD/postdoc early and "court"	
• Open envelopes			• Call referrals	• Invite PhD/postdoc			

Table 1: Faculty Search Continuum - HSI (Hispanic Serving Institution); MSI (Minority Serving Institution); HBCU (Historically Black Colleges and Universities)

- During a typical search, faculty ask for recommendations from their colleagues at other universities. As these conversations occur, the faculty should specifically indicate that the University is attempting to recruit the most qualified and diverse pool possible
 - An especially effective practice to identify candidates is for faculty to attend Ph.D. and postdoctoral scholar presentations at national meetings and continually watch for potential faculty candidates. Early relationships with rising scholars increase the chances that these scholars will apply
 - Be aware of which institutions produce the most PhDs for particular groups and work to create networks with colleagues at these institutions and send job announcements. For example, in 2006, the NSF reported that:

- African American PhD top-producing institutions include Nova Southeastern University, Howard, University of Michigan, Ohio State, and the University of Maryland
- Asian American PhD top-producing institutions include UC-Berkeley, UCLA, Stanford, MIT, and Harvard
- Latino PhD top-producing institutions include the University of Texas at Austin, University of Puerto Rico, UC-Berkeley, Carlos Abizu University, and UCLA
- Native American PhD top-producing institutions include the Oklahoma State University in Stillwater, University of Oklahoma-Norman, Penn State, UCLA, and the University of Washington
- Other than seeking information from colleagues, you can proactively seek out potential women and ethnic minority candidates by asking UMaine Ph.D. and postdoctoral scholars for names of their friends and colleagues. A departmental staff member can also do an internet search for fellowship holders such as the Mellon Mays Fellows, NSF (National Science Foundation), NIH (National Institutes of Health), GEM (National Consortium for Graduate Degrees for Minorities in Engineering and Science), AGEP (Alliance for Graduate Education and the Professoriate), IGERT (Integrative Graduate Education and Research Traineeship), and the Sloan Foundation. Staff could also search highly sought after schools for postdoctoral scholars and Ph.D. students in your discipline. Each of these identified potential candidates can be sent a personal letter and/or contacted personally by phone asking them to apply for your open faculty position
- Most fields also have resources – list-serves, email groups – that can help you broaden your applicant pool by identifying potential women and ethnic minority candidates. The Office of Equal Opportunity has a list of potential advertising venues: <http://www.umaine.edu/eo/hiring-recruitment/recruiting-resources/>
- Are there female and/or ethnic minority-focused listservs and organizations where you can post your faculty ad? Female and/or ethnic minority colleagues in your discipline can also lead you to targeted resources through which you can publicize your ad

Strive for a diverse pool

- Strive to increase the number of underrepresented women and minorities in your applicant pool. Researchers have shown that gender assumptions are more likely to negatively influence evaluation of women when they represent a small proportion (less than 25%) of the pool of candidates (Heilman, 1980)





Have the conversation

- Research has shown that by simply having a conversation about implicit bias and the ways it may manifest itself in evaluation of candidates may ameliorate much of the bias: "Experimental studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduce prejudicial behavior" (Devine et al., 2002)
- Research also shows that all of us - both women and men, no matter how egalitarian or well-intentioned - inadvertently behave in ways that can let implicit biases creep into an evaluation process
- Both men and women have biases developed from their life experiences and cultural histories. Being aware of these biases is the first step to preventing their negative impact on faculty search processes
- A few good resources for starting these conversations with the search committee:
 - genderbiasbingo.com
- Research has shown that the differences between ratings of men and women decreased as more job-relevant information was provided (Davison & Burke, 2000). Keeping the committee focused on the job criteria, therefore, may be an effective way to reduce the impact of implicit bias. Using an applicant rating sheet consistently (as discussed below) is one method of accomplishing this goal
- Interested in learning about your own implicit biases? Visit Harvard University's Project Implicit and take the online Implicit Association Test:
<https://implicit.harvard.edu/implicit/demo/selectatest.html>

Evaluate the candidates

- Before the committee begins receiving applications, the Chair should lead a conversation with the committee members on criteria they want considered when reviewing the applications. It is important the criteria be broad and not just publications, research grants, and letters of recommendation. Other considerations can be: experience with teaching, mentoring graduate and undergraduate students (including mentoring students who have been underrepresented in the discipline), community outreach, fit with the department, self-presentation.
- Developing evaluation criteria prior to evaluating candidates and applying them consistently to all applicants helps to reinforce the fairness of the process and diminish any implicit biases (Fine & Handelsman, 2006). Research shows that differing standards are sometimes used to evaluate male and female applicants

and that when criteria are not clearly articulated and agreed upon before reviewing candidates, evaluators may alter or emphasize criteria that favor candidates from well-represented demographic groups (Biernat and Fuegen, 2001; Fine & Handelsman, 2006)

- A comparative applicant rating sheet that lists the details of the job advertisement, including the required education, the required and preferred skills, abilities, and qualifications for the position, should be the first screening tool employed in the search. Each committee member should independently rate the candidates with the comparative applicant rating sheets on a standard numerical scale. Then, the individual search committee members should combine their ratings as a whole rating sheet to determine those candidates who scored the highest at this stage of the search. Results should then be shared with HR before Skype or telephone interviews are scheduled.
- Be sure to allocate focused and undistracted time to evaluate each application carefully. Time and attention were shown to be important in a study in which subjects read a depiction of work behavior (designed to be similar) for a male or female police officer and then rated performance (Martell, 1991). The results demonstrated that the subjects whose attention was distracted by additional tasks or who were under time pressure evaluated men more favorably than women. When subjects focused only on the performance ratings without distraction, the sex bias was diminished (Martell, 1991)

Re-examine biases before reading letters of reference

- An analysis of 624 letters of recommendation for 8 assistant professor positions at a U.S. university found that women candidates were repeatedly described with communal terms (e.g., affectionate, warm, kind, nurturing) whereas men candidates were described in more agentic terms (e.g., ambitious, dominant, self-confident). When examined in light of hiring decisions for these positions, a negative relationship between these communal descriptions and hireability ratings was present (Madera et al., 2009).
- A detailed study of letters of recommendation for applicants to a U.S. medical faculty found that letters written for women differed in specific ways from those written for men. The differences encompassed length, absence of expected features of such letters for women, the presence of more statements that were "doubt raisers" (a category that can include "apparent commendation"), and mention of terms related to higher status more frequently for men. Further, the use of possessive phrases in these letters tended to portray women as teachers and students and men as researchers and professionals (Trix & Psenka, 2003)



- In an academic psychology study of curriculum vitae altered to be “male” or “female” applicants, both men and women reviewers were more likely to vote to hire putative male job applicants than putative female job applicants, even with an identical record. Further, the reviewers (both male and female) reported that the male job applicants had adequate qualifications compared the female applicants (Steinpreis et al., 1999)
- An examination of the peer review process for postdoctoral fellowships in Sweden — often noted for its leadership in providing equal opportunities for men and women — found that evaluations of female applicants were harsher than those for male applicants. The study demonstrated that female applicants received lower average scores than male applicants on all criteria. However, examination of the applications indicated that male and female applicants displayed similar records of productivity. The exception to this pattern was for female applicants who had a direct connection to a reviewer, in which case these applicants were rated similar to the male applicants (Wenneras & Wold, 1997)
- Also be cognizant of letter reader biases (Did we overrate men and underrate women based on the gender of letter-writers?)
- Look at the candidates’ work history: Avoiding weighing “actual work” for women and weighing “potential” for men

Conduct phone/Skype interviews with long-list

- More and more search committees are making use of technology beyond the telephone to conduct interviews with their “long-list” candidates
 - One of the benefits of conducting interviews over Skype (or Polycom, Google Hangout, etc.) is that they can be recorded for future analysis, with the candidates’ permission.
- Ensure all technology is working prior to the interview and that someone has tested the connection, has had a test call with the candidate, etc. to avoid unnecessary losses of time
- Consider using a computer with a movable camera so that all committee members can be seen and heard when they speak
- Strive to have all members of the search committee present for each interview but, if not possible, work to have the same members interviewing candidates to ensure consistency in evaluation
- Develop standard interview questions that will be asked of all candidates. Research suggests that the use of carefully administered, highly structured interviews may ameliorate some of the bias related to race similarity effects (Sacco, Scheu, Ryan, & Schmitt, 2003)

Choose candidates for campus visit

- When considering the on-campus interviews, consider whether increasing the number of candidates that you bring to campus will change the demographics of the finalist group. Although you may not rate someone differently (either higher or lower) because of gender or race, you may consider whether increasing the number of qualified candidates coming to campus would improve the demographic diversity of your finalist pool. Do not assume women and ethnic minorities cannot be convinced to relocate to Maine.

Conduct the on-campus interviews

- From the time you call the candidate and invite them to campus, their impression of UMaine becomes personal and etched in their memory. The search committee should consider and plan this highly personal, interactive campus visit, which must respond to the needs and interests of the candidate and highlight the many strengths of UMaine. When scheduling the on-campus visit, be as flexible as possible with the dates to best accommodate the candidate
- Begin by designating a faculty member as the host for the candidate. Have this designated person pick them up at the airport (or arrange for a car), serve as a guide during the visit, and assign individual(s) to (a) host each meal and (b) walk them between individual/group interviews
- Most candidates like to receive an agenda with the names of people they will be meeting. This information allows them time to prepare and feel confident for the visit. Ask them, before you plan the complete agenda, if there are any groups or individuals they would like to meet while on campus. Some candidates would appreciate the opportunity to meet with women, faculty of color, undergraduate and/or graduate students, or others. You should not, however, assume that this would be true.

Before their visit, send the agenda, any requested information, and general campus information to allow time for them to review the materials in advance. Include information such as:

- Agenda for the visit
- UMaine information
- Rising Tide Center Work Life policies brochure - these brochures can be used as a way for the candidate to ask questions or seek information on work-life balance
- Information on relevant UMaine Institutes and Centers (emphasize interdisciplinary collaboration opportunities readily available at UMaine – an important piece for women and faculty of color; Hurtado & Sharkness, 2008)
- Department information





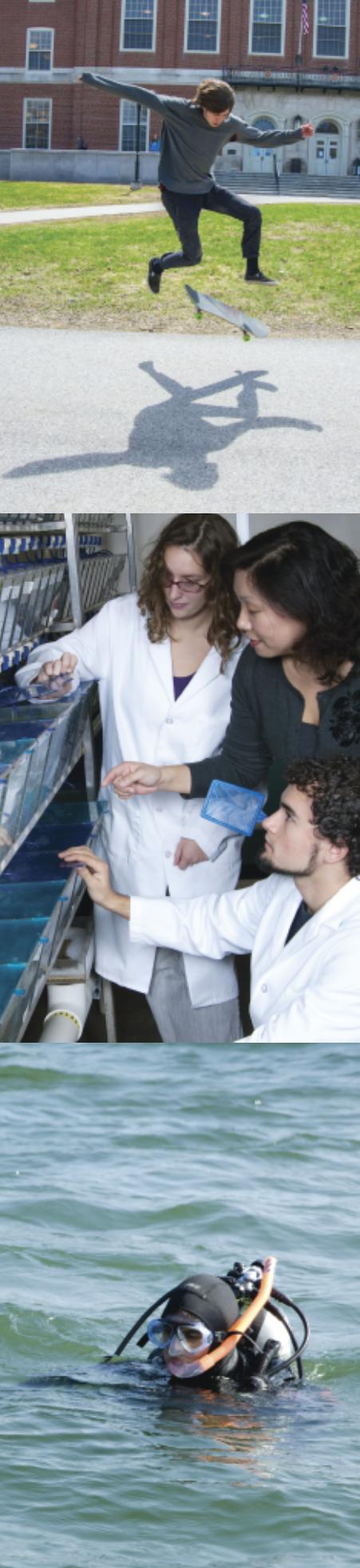
- Maine and Bangor-area information (arts, drama, sports)
- Cost of living

Think strategically about what you send. Don't just send a big packet because you can get the information

- If there is interest from the candidate, you can also provide information on faculty support programs; however, these materials may be more appropriate at the offer stage of this process
 - New Faculty Orientation
 - Unit Mentoring Program
 - Center for Teaching Excellence & Assessment
 - Faculty Development Center
 - Office of Sponsored Programs & Research
 - Tenure Clock Extension Policy
 - Alternatives to Teaching Policy
 - Other Types of Leaves Available (Sabbatical, Medical, Family)
 - Copy of faculty evaluation criteria
- Before the campus interviews, it is very important for the search committee to develop a list of questions, then divide the questions among the faculty. This strategy ensures that candidates aren't asked the same questions repeatedly and allows people to ask each of the candidates the same questions providing a better basis for comparison. A standard set of questions also provides common information about all the candidates, which makes comparison easier.
- Structured interviews tend to limit the influence of biases and stereotypes. When looking at ethnic minorities and the impact on how the interview is structured, researchers found more structured interviews limit the influence of biases (Huffcutt & Roth, 1998; King et al., 2006). Some other implicit biases to watch for:
 - **We like people who are like us.** When people are like us, a similarity effect can be present. The similarity can be in research area, personal interests, common identity in-group cues (same school, same state, same sports fans), or even people who were trained in the same field as us or who do research similar to us. There is also a matching phenomenon – people even date and marry individuals who look similar to themselves
 - **Verbal and nonverbal cues.** If interviewer does a lot of talking and there is less silence, applicant is often liked more (Cascio & Agunis, 1998). Smiling and nodding, attentiveness, and smaller interpersonal distance all increase comfort and interest, and potentially indirectly increases performance in an interview

• **Nervous interactions.** Research indicates that Whites are often nervous in interactions with Blacks. Moreover, there can be a cross-race reliance on nonverbal cues. This research reveals that there is a great deal of mistrust, misperceptions, and miscommunication that continue to occur between the races (Dovidio, 2001). We are more likely to have awkward interpersonal behaviors if there is bias

- **Appearance bias.** Appearance bias can also exist, particularly with regard to an individual's perceived attractiveness, weight (obesity), or age. As Cascio and Aguinis (1998) stated: "The interview is sometimes a search for negative information." Appearance bias can be present, albeit unconsciously, as a search for negative information
- **Stereotypes of a "good applicant."** We all have stereotypes of what a "good applicant" looks like, how they act, and what sort of background that they have. If the applicant does not fit the stereotype, it can result in an implicit bias against that applicant
- **Contrast effects.** If person interviewed before or after is good/bad, it makes a difference. If the first interview is not very strong, the second candidate can look much better in comparison. This is true even if the second candidate would not have been seen as positively if he/she stood alone
- **Shifting standards.** Research reveals that stereotypes seem to prompt lower minimum standards for women (i.e., getting them into the pool) but prompt higher confirmatory standards (i.e., actually hiring them) than for men (Biernat & Fuegen, 2001)
- Remind the entire faculty for each visit to NOT ask impermissible questions (see the list at: <http://umaine.edu/hr/files/2012/09/InterviewGuide2.pdf>)
- It is understandable the faculty want to know about family, spouses, partners, and children, but questions about these topics are inappropriate and potentially illegal. You must not initiate discussion of areas that are otherwise impermissible, nor may you solicit additional information on these subjects, even if the candidate raises them voluntarily. Being asked about family issues before an offer is made yields resentment on the part of the candidate, as they may feel these questions are irrelevant to the hiring decision and illegal (University of Michigan ADVANCE)
- Offer you finalists a chance to visit with the Rising Tide Center while they're on campus. We can provide confidential information about things you – as the hiring committee – can't, such as schools, partner accommodation, religious interests, and the like. Contact us to set up a time to meet with candidates: 581-3439 or risingtide@maine.edu





- The campus interview is your opportunity to “put your best foot forward” and leave a lasting impression on the candidates, whether you hire them or not. The interview schedule may include:
 - Department faculty – these can be individual meetings or small group meetings
 - Faculty outside the department who may be doing similar research or with whom the candidate might want to collaborate
 - Other non-departmental faculty members as appropriate
 - Graduate students, post-docs – often as a group
 - Undergraduates – often as a group
 - Meetings that resonate with a candidate’s commitment to diversity, if the candidate wishes

Evaluate finalists

- The committee (or full department, if that is how the decision is reached) should meet as soon as possible upon the completion of campus interviews. If the committee decided on a standard set of questions and developed a Rating Sheet, use this information to gauge each candidate’s potential
- If any of the committee members know of an impact from bias that showed up during the campus visit, they must share this information with the Director of the Office of Equal Opportunity

Offer the position

- The department chair and search committee chair should decide who will inform the candidates and in what time frame. The department chair should have gathered information during the campus visits to be able to move quickly to finalize the offer package. The department chair should have very clear idea of what the candidate needs to accept the offer, where they are in their search process, and any personal commitments that might influence their decision
- Many young scholars are selecting their first position for more than the reputation of a university, start-up package, and salary. They are looking at how their entire life fits at UMaine and in Maine, in general
- If the candidate to whom the position is offered needs partner placement, the chair should work quickly with their college’s Dean, the Provost, HR, and the Rising Tide Center; this issue is critical for most young academics. NOTE: This discussion must only happen after a tentative offer is issued. There should not be any discussion about possible partner accommodation before the tentative offer is extended.

Evaluate the search

- Before wrapping up and sending all of your final materials to HR and EO, your committee should meet to debrief and consider the following. The answers to these questions will help everyone in conducting future successful searches. Please feel free to send us your responses to the Rising Tide Center so we can help too:
 - How broad was our pool? What assisted in making it so or what detracted from it being broader?
 - How active were we in our recruitment efforts? What worked and what didn’t?
 - Were there criteria for the position that either helped or hindered to broaden the pool?
 - If a candidate was offered an interview or a position, why did he/she accept or decline the offer?



Common Views and Myths on Diversity in Hiring

Adapted from the University of Wisconsin's
Women in Science and Engineering Leadership Institute



Previous search committee chairs have sometimes heard the following, or similar, statements from their search committee members and other faculty in their departments. These views may be raised during your discussions of diversity. Some suggestions for responding to such statements are provided.

"I am fully in favor of diversity, but I don't want to sacrifice quality for diversity."

No one wants to or recommends sacrificing quality for diversity; indeed, no qualified minority/ female candidate wants to be considered on the basis of their race or gender – indeed, hiring decisions cannot be based on race or gender in whole or in part. The search committee should be responsible not only for finding and including highly qualified minority and female candidates, but also for ensuring that the candidates and the department/university in general know that they were selected on the basis of merit.

**"Campuses are so focused on diversifying their faculties
that heterosexual white males have no chance,"**

or

**"Recruiting women and minority faculty diminishes opportunities
for white male faculty."**

A study examining the experiences of scholars who have recently earned doctorates and won prestigious fellowships (Ford, Mellon, and Spencer) found no evidence of discrimination against white men. Indeed, white men who had some expertise related to diversity had a significant advantage in the job market. Another study examining nationwide faculty hires in Sociology also found no evidence of disadvantages for white men. Indeed, this study found that, despite some improvement, disadvantages still existed for "[white] women, minority men, and most especially minority women." Indeed, from 2009-2011, UMaine hired 26 new faculty in the sciences. Of those, only 35% were women.

"There are no women/minorities in our field, or no qualified women/minorities."

Though women and minorities may be scarce in some fields, it is rarely the case that there are none. Recruitment for all tenure-stream faculty positions is expected to include outreach targeted toward diversifying the applicant pool in order. The search committee, as part of its efforts to build its pool, must actively seek out qualified women and minority candidates.

The NSF publishes annual data on the pool of PhD recipients in a given year. To better understand the potential candidate pool related to gender and race, visit:

• Sex and subfield for 2011:

<http://www.nsf.gov/statistics/sed/2011/pdf/tab16.pdf>

- Race and subfield for 2011:
<http://www.nsf.gov/statistics/sed/2011/pdf/tab22.pdf>

"The scarcity of faculty of color means that few are available, those who are available are in high demand, and we can't compete."

In a recent study of the recipients of prestigious Ford Fellowships, all of whom are minorities, the majority, 54%, were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years after finishing their degrees. Only 11% of scholars of color were simultaneously recruited by several institutions, thus, the remaining 89% were not involved in "competitive bidding wars."

In addition, repeated studies of UMaine faculty have found that a positive departmental climate, perceptions of work-life balance, and opportunities for collaboration are stronger indicators of faculty job satisfaction than salary or reputation.

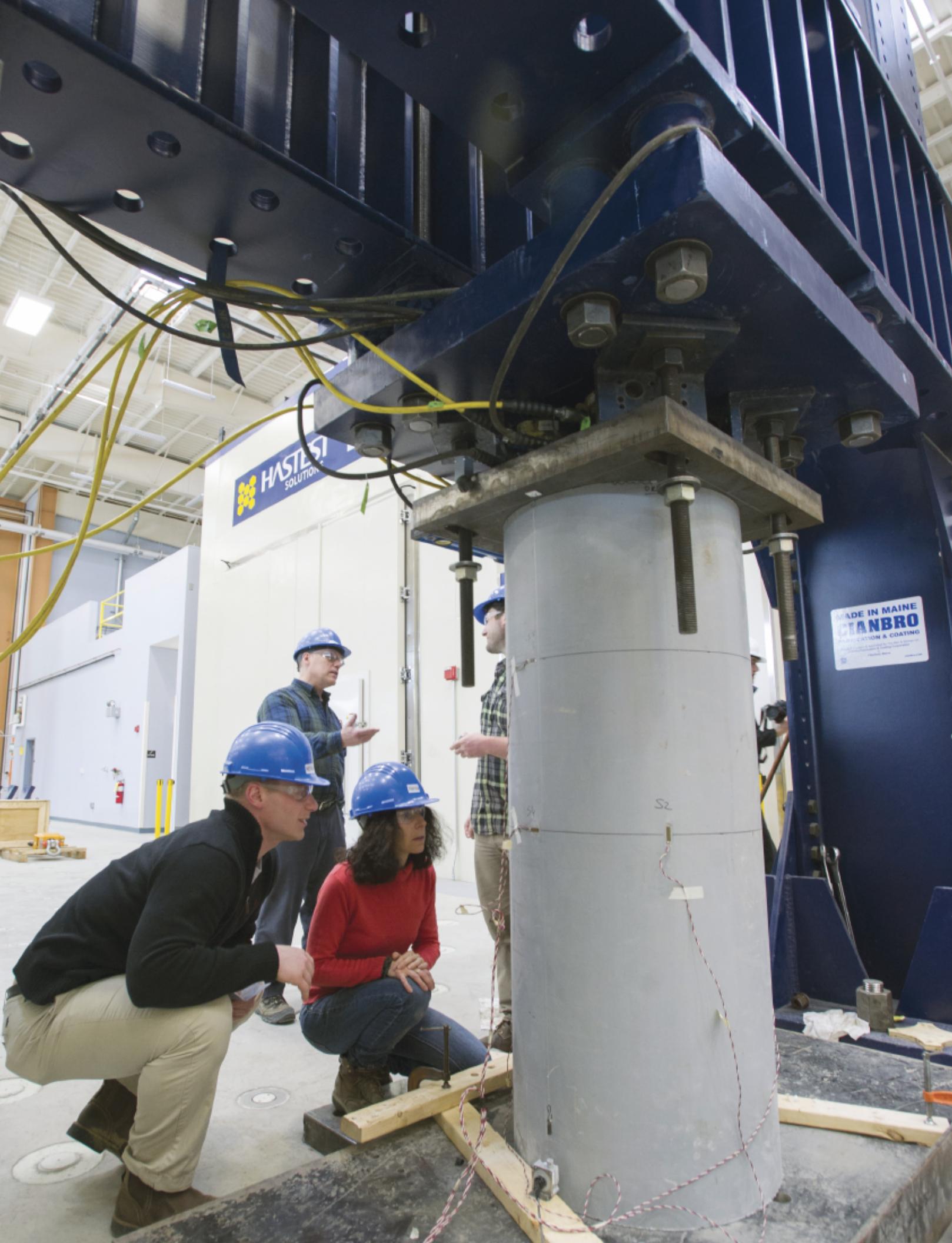
**"Minority candidates would not want
to come to UMaine."**

The search committee should not make such decisions for the candidates, but should let the candidates decide if the campus and/or community is a good match for them. The search committee should show potential candidates how they might fit into our campus, provide them with resources for finding out more about our campus and community, and help them make connections to individuals and groups who may share their interests, race, ethnicity, etc. The Rising Tide Center can help you make these connections.

Moreover, in 2009 and 2011 surveys of UMaine faculty, the following were listed by both women and faculty of color as the top five reasons for accepting their position:

1. Quality of life
2. Geographic location
3. Opportunities available for partner/spouse
4. Balance between teaching/research duties
5. Colleagues in the unit





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