

## Faculty Recruitment Best Practices

### 1 CREATING THE SEARCH COMMITTEE

- Develop awareness of bias in conversations, especially gender bias and microaggressions.
- Include women and minorities who encourage other women and minorities to apply.
- Consider group dynamics, including rank, status, personalities, and token status, so all feel free to speak and express opinions.

*As your committee embarks on faculty recruiting, the following information will assist you in creating a fair and equitable process. Your committee may already practice some of the points. Others that are less familiar might serve as valuable guidelines for discussion or action.*

### 2 PLANNING THE SEARCH

- Review the needs of the department and develop specific hiring goals.
- Review search and hiring policies and procedures:  
[unh.edu/provost/hiringprocedures.html](http://unh.edu/provost/hiringprocedures.html)
- Consider discussing the following:
  - What myths and barriers exist in hiring a diverse faculty?
  - What strategies can be emulated from other successful campus hires in diversity?
  - What campus resources exist to support hiring a diverse faculty?
  - Why did former women/minority candidates refuse an offer?
  - How will women and members of underrepresented groups be actively recruited?
- Be partner and family friendly throughout the process.
- Keep records of good practices.

### 3 DECIDING EVALUATION CRITERIA

- Create and consistently apply specific evaluation rubrics.
- All committee members should agree to the criteria and how different qualifications will be weighted.
- Articulate what is important for the position before assessing candidates.
- Review research on how unintended biases result in unfair evaluations for women and members of underrepresented groups; implement practices that will mitigate such biases.
- Beware of possible biases in support letters.
- Value female and minority candidates as scholars and educators.
- Increase information: referencing only vitas is more likely to result in biases than is assessing more extensive information (references, publications).
- Identify the top 25% of the candidate pool to review how each applicant's experience with diversity contributes to the committee's diversity goals.
- A sole underrepresented candidate may be seen as a "token".
- Follow through consistently for all candidates.
- Be flexible in the number of finalists. "Three" is not the magic number.

## 4 WRITING AND DISTRIBUTING THE JOB AD

- Review specific departmental needs, then develop a clear position description that includes minimum qualifications and necessary experience - the broader the better.
- Create a plan for representing the department's commitment to diversity.
- Use proactive language.
- Convey interest and be welcoming in the ad.
- Define target audiences and reach those audiences with a well placed ad.
- Adopt active recruiting policies whereby search committees identify candidates, especially from underrepresented groups, rather than relying only on those who apply in response to written advertisements.
- Initiate recruitment trips to universities and conferences.
- Consider candidates thriving at less well ranked institutions who might be interested in moving.
- The NSF ADVANCE Program's national database lists current women PhD students and postdoctoral scholars in the sciences, mathematics, engineering, and psychology: <http://www.futurefacultydb.org/>

## 5 ORGANIZING AND CONDUCTING CAMPUS INTERVIEWS

- Counteract unintended bias by re-examining the CVs of women and underrepresented candidates who are considered strong candidates. Research shows that women's applications are often more critically reviewed.
- Treat all candidates equally and use inclusive language.
- Provide candidates with information about department mentoring practices and promotion & tenure criteria.
- Explain to candidates the interview process and present a timeline for results.
- Offer all candidates information on whom to contact for any special requirements or circumstances, such as the need for partner resources or disability accommodation.
- Conduct reference checks before inviting candidates to campus.
- Arrange for candidates to meet faculty and students who share similar cultural backgrounds. Research shows that when women candidates were not offered such opportunities, they wondered about the kind of climate that exist for women in the department.
- Arrange for candidates to meet with both graduate and undergraduate students. Research shows that the absence of such meetings raised concerns both about their quality and their integration into department life.

## 6 POST INTERVIEW ACTIVITIES/NEGOTIATIONS

- Provide candidates with items to consider during negotiations. Candidates for the same job receive the same lists.
- Consider the research demonstrating that women and men negotiate and self promote differently.
- Offer women and/or members of underrepresented groups salaries on par with those of the majority men in the department.