

The image shows the Iowa State Capitol building, a large neoclassical structure with a prominent dome and columns. In the foreground, there is a lush field of yellow Black-eyed Susans. The sky is blue with some light clouds. A yellow banner with the word "IOWA" is at the top center.

**IOWA**

# **PATH TO DISTINCTION TOOLKIT**

**Office of the Executive Vice President & Provost**



This material is provided by the University of Iowa Office of the Executive Vice President and Provost and has been adapted from numerous faculty search publications.

The document is available electronically on the University of Iowa Office of the Executive Vice President and Provost website: [provost.uiowa.edu/path-distinction](https://provost.uiowa.edu/path-distinction).

For questions and/or suggestions, please contact [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

# PATH TO DISTINCTION TOOLKIT

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## Acknowledgments

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## Introduction

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This toolkit contains worksheets and guidance documents for faculty search committees to consider and implement during the various aspects of the faculty recruitment process. The companion document, **Path to Distinction: Best Practices Guidance for Faculty Search Committees**, is designed to provide research-based strategies that support the university's commitment to meeting its goals of enhancing excellence through faculty diversity, equity, and inclusion (DEI). That document may be used in concert with this toolkit, search committee training, as a companion after reading selected articles or viewing a selected video, or as a tool for the committee chair to facilitate discussion as the committee begins its work.

Faculty search committee members are also encouraged to review the Office of Institutional Equity (OIE) [Recruitment Manual](#) in advance of beginning a search to become familiar with the UI's search process, equal employment opportunity/affirmative action (EEO/AA) guidelines and best practices. Relevant [University Policies](#) can also be found in OIE's online Recruitment Manual. OIE staff are available to provide consultations and resources to the hiring departments on EEO/AA requirements.

The Office of the Provost invites units to share their successful strategies so that they can be shared as tools and best practices with others on campus. Please send suggestions to [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

## Faculty Recruitment Model



The faculty recruitment process is ongoing and starts before a department has permission to fill a specific faculty line. The University of Iowa faculty recruitment model shown above represents the various stages of a search process, beginning before the search with the college/department leadership setting the tone about the criticality of faculty diversity, equity, and inclusion in achieving excellence. The model envisions several stages once a search is approved. At each stage, there are decision points and action steps. For example, during the Launch Search stage, the DEO will appoint a search committee and ensure that the members are properly prepared for their role, and the DEO will assist with articulating the evaluation criteria.

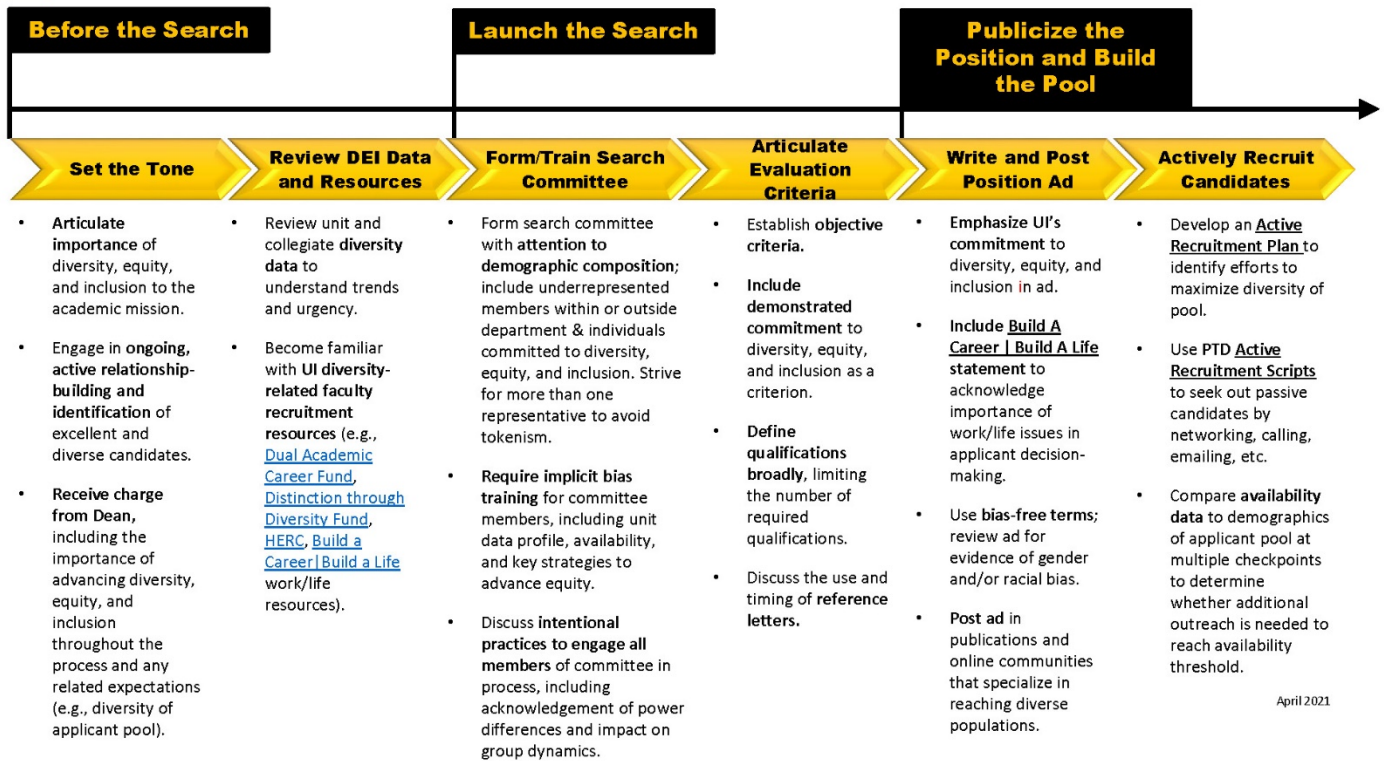
Research demonstrates that implicit bias has the potential to affect decisions at each stage. This manual provides strategies and practical tools that can reduce the impact of bias by standardizing processes, fully considering each candidate's qualifications, and encouraging open communication among the committee members. This manual is organized according to the various search stages, with strategies and tools provided for each stage. The strategies are summarized in the search flow diagram below. Please review the relevant section for more detailed information and resources about particular strategies.

A recent review of search processes for faculty identified the following best practices:

- a. Training. All faculty search committees should have training at the outset of the search process, covering the following topics:
  - i. implicit bias and how it can affect the faculty recruitment process
  - ii. tools and strategies to reduce the impact of bias, including those developed during the Path to Distinction project
  - iii. tools and methods for attracting a diverse applicant pool, including those developed during the Path to Distinction project
  - iv. EEO compliance topics

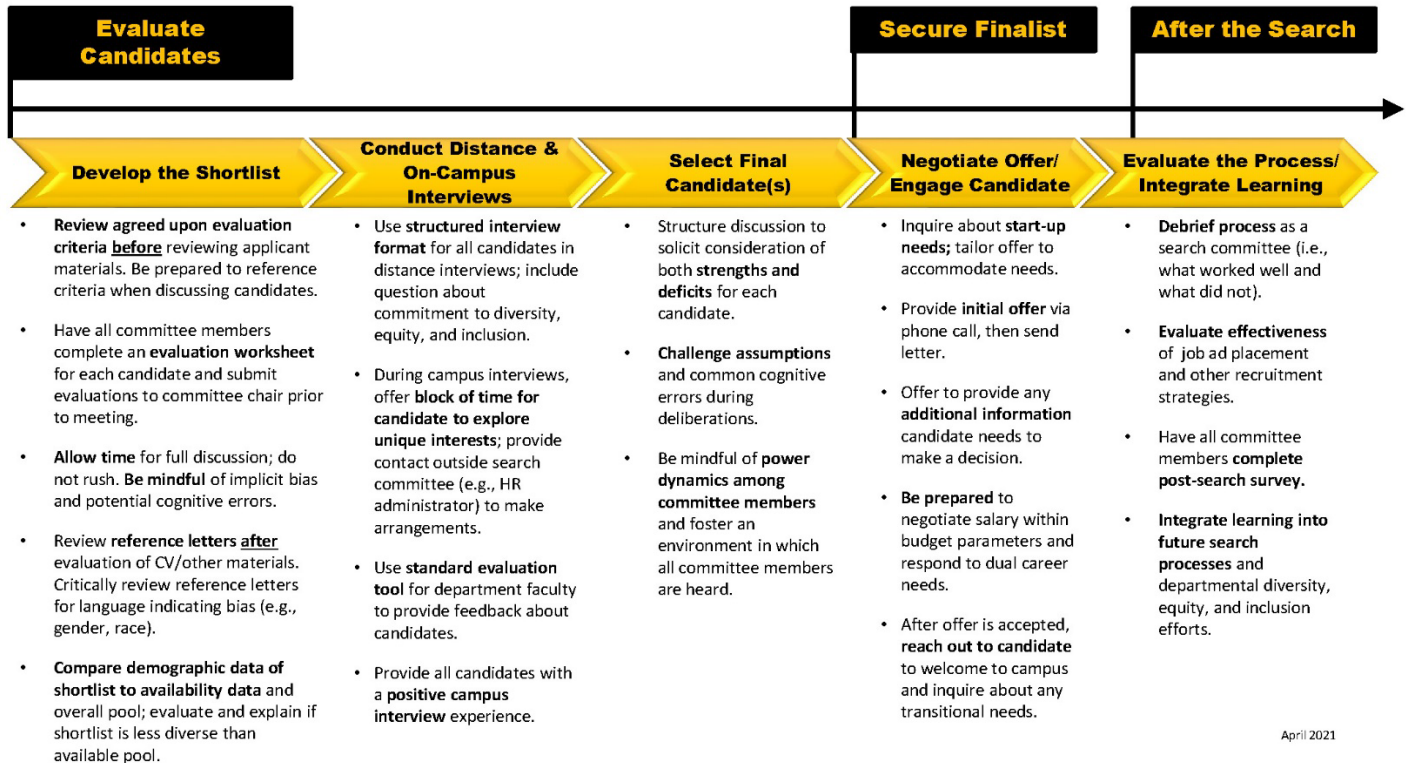
- b. Committee kick-off. Even if some search committee members have had similar training in the past, all search committee members should be expected to attend a search process overview/kick-off meeting at the beginning of the search process. This meeting can help to facilitate a shared understanding of the importance of DEI and the specific efforts the committee will take to improve the process and outcomes.
- c. HR partner. A local Human Resources professional should partner with each faculty search committee to coordinate and track completion of training, and to coach the committee in implementing tools and best practices throughout the search process, including but not limited to tools from the Path to Distinction program, appropriate interview practices, and DEI principles. The HR partner should not be a voting member of the committee; however, they should be an active partner to support and advise the committee throughout the search process including during committee deliberations.
  - i. The HR partner should participate in the search committee training outlined above.
  - ii. The HR partner should also receive training about the faculty search process, Path to Distinction tools and resources, and strategies for working with faculty search committees.
- d. Diversity. When possible, faculty search committees should include members from diverse backgrounds, including various social identities such as gender, race/ethnicity, age, etc. as well as other factors such as academic rank, discipline or sub-discipline. Departments should be mindful of the burden placed on underrepresented faculty members who may be asked to provide a disproportionate share of service to the department and/or college. Committees may need to consider members from outside the hiring department and/or college to facilitate greater diversity among the committee, if there is also a connection to the search based on the individual's academic/research expertise. Alternatively, faculty candidates should be interviewed by a broad representation of current faculty including individuals with diverse backgrounds.
- e. Feedback. Search committees should solicit feedback from those who participate in candidate interviews, using a standardized feedback instrument such as the tool available from the Path to Distinction project.
- f. Deans should articulate their full support for the importance of DEI and procedures to enhance equitable treatment of candidates during the faculty search process. Deans are in the best position to set expectations related to faculty search procedures in their colleges and hold search committees accountable to those expectations.

This **toolkit** and the **guidance** document provide the basis for many of the recommendations noted above to enhance the faculty search process.



April 2021





April 2021

## Faculty Search Committee Active Recruitment Plan

To build the pool beyond the “post and pray” method, search committees are encouraged to actively build a diverse pool of potential applicants by engaging in the following strategies:

Strategy	Potential Actions	What actions will you take in the current search?	Actions Taken
<b>Inform</b> professional networks	<ul style="list-style-type: none"> <li>Inform key faculty and scholars in the discipline of the position via email, calls, and posting on discipline-specific sites; request recommendations of potential candidates. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language.</li> <li>Inform individuals about the unit’s commitment to a diversity, equity, and inclusion and prompt referees to provide names of underrepresented U.S. racial/ethnic minorities, women in underrepresented fields, and others who would contribute to the university’s diversity mission.</li> <li>Send announcements to diversity-related sections of regional, national or international organizations within discipline; inform of opening via leadership contact, national/regional meetings, newsletters, listservs, websites, etc.</li> <li>Send announcements and request nominations from departments at institutions that serve large number of historically underrepresented populations. UI Diversity Councils and campus allies may be able to assist in identifying and making contact with those institutions.</li> </ul>		
<b>Identify</b> potential candidates who would advance the college’s diversity, equity, and inclusion mission	<ul style="list-style-type: none"> <li>Use <a href="#">national databases</a> to review demographics of the pool of potential applicants (e.g., potential candidates who meet required qualifications, earned doctorates for entry-level positions) and set goals for applicant pool. See your HR Administrator for sources and data.</li> <li>Identify potential applicants by reviewing proceedings from conferences and national trainings in the respective fields. Review major conferences as well as any specialized conferences focused on diversity, equity, and inclusion in the discipline.</li> <li>Identify postdoctoral fellows as relevant for your discipline.</li> <li>Review lists of scholars who have been on campus as invited speakers, conference presenters, and conference attendees.</li> </ul>		

<b>Recruit</b> passive candidates	<ul style="list-style-type: none"> <li>• Contact potential candidates directly (e.g., call, email) to inform them of position. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language.</li> <li>• Send a follow-up email after contact to provide information about the position as well as the Iowa City community via the “<a href="#">Build a Career   Build a Life</a>” web resources and other relevant sites. See Path to Distinction (PTD) “Active Recruitment Scripts” for suggested language.</li> <li>• Work with the HR Administrator to determine diversity of current applicant pool. Proceed to creating a short list only if pool demographics meet benchmarks related to availability. (Chun &amp; Evans, Bilimoria &amp; Buch)</li> </ul>		
<b>Reflect</b> on efforts	<ul style="list-style-type: none"> <li>• Use applicant data to determine which methods resulted in candidates submitting applications.</li> <li>• Use data to determine which methods resulted in candidates who made the short list and finalist pools.</li> <li>• Document what was learned in the process to inform future searches.</li> </ul>		
<b>Build</b> future applicant pools	<ul style="list-style-type: none"> <li>• Recognizing that recruitment of a diverse and excellent faculty begins before and continues after each search, departments are encouraged to engage in ongoing scouting to identify and build relationships with potential applicants throughout the year.</li> <li>• Host a seminar series and invite a diversity of scholars to campus to provide a lived experience of the UI campus and community, which may assist in future recruitment.</li> <li>• Build relationships with population- specific organizations within your discipline and institutions with proven records of producing diverse and talented graduate students.</li> <li>• Develop pipeline programs to increase the diversity of student/trainees at all stages of higher ed (e.g., NIH <a href="#">undergrad training programs</a>, <a href="#">BTAA-AGEP</a>).</li> </ul>		

*For more information or additional copies of this resource, please contact the Office of the Provost, [faculty@uiowa.edu](mailto:faculty@uiowa.edu).*

## Active Recruitment Scripts

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*Search committees may use the following scripts to reach out to colleagues for candidate referrals, and to reach out directly to potential candidates to invite them to apply.*

### **Calls to faculty contacts to request referrals**

Hello, this is [name, title, department]. We met at [professional conference, meeting, etc.] and I've been impressed by the quality of your program. My department is planning to recruit for a tenure-track faculty line that will start in [date]. We're considering candidates in all areas that are represented in our department: [list major areas].

I'm calling to ask if you could recommend any promising PhD candidates or postdoctoral scholars from your program. I'd like to ask you to be sure to include any underrepresented minority [and female] scholars in that list of referrals.

The UI, our department, and the Iowa City area have a lot to offer including [excellent research facilities, strong collaboration with the health sciences, outstanding reputation in the field, etc. – tailor to the strengths of your department], so we will provide a great opportunity for a new faculty member. Are there any individuals who come to mind that you could recommend? And again, I'd ask you to include any underrepresented minority [and female] scholars in your list.

Thank you so much for your time. If I can ever return the favor, please contact me.

### **Calls to prospective candidates**

Hello, this is [name, title, department]. [I heard you speak at the [conference]/I've read your paper on [topic]] and I'm very impressed by your work. It's innovative and will have significant impact in the field. I'm particularly impressed with ... [and I'd like to invite you to speak at a graduate seminar to share your work with our students and faculty].

My department is planning to recruit for a tenure-track faculty line that will start in [date], and I'm calling to invite you to apply. Your work would complement very nicely the work of other faculty in our department in the areas of [focus areas], and there are also great opportunities to collaborate with faculty in other departments and colleges such as [colleges]. Our department is best known for [describe areas of strength, recognition, awards, etc.] and we plan to expand in the area of [describe areas of potential growth] and you could be an integral part of that future expansion.

Is there any information that I could provide you about our department or institution? [answer questions and offer to provide additional information in a follow-up email]

The University of Iowa and our department have a lot to offer including [excellent research facilities, strong collaboration with the health sciences, outstanding reputation in the field, etc. – tailor to the strengths of your department], so we will provide a great opportunity for a new faculty member. The University is also committed to fostering diversity, equity, and inclusion on our campus and we recently adopted a Diversity, Equity and Inclusion Action Plan to provide a roadmap to guide future efforts. And the Iowa City community is an outstanding place to live, with the benefits of a large research campus in a relatively small suburban setting so it's a very relaxed, friendly, collaborative environment. I can send you a few links to more information about the campus and the Iowa City community if you'd like to explore it in more detail as you consider applying. Let me make sure I have your correct email address. [confirm email or ask for email]



We plan to post our ad in [date]. Would it be OK if I contact you again to let you know when it's posted?

Great! Thanks for considering us. I look forward to speaking with you again soon.

**\*\*NOTE:** *The general principle is to connect with the prospective candidate about their work; do not focus on their status as an underrepresented candidate.*

#### **Follow-up email to prospective candidate**

Dear Dr./Ms./Mr. [name],

Thank you for speaking with me today about our faculty opening in [dept]. As I said, I'm very impressed with your work in the area of [area] and would like to invite you to apply for the position. The University of Iowa is a Research I university set in a vibrant and diverse community, with a strong commitment to diversity, equity, and inclusion on our campus. As promised, I'm sending you some links to additional information about our department, the University of Iowa, and the Iowa City community. Please explore the information at your convenience and let me know if you'd like to discuss the position more detail. I would welcome that opportunity. In addition, if you'd like to speak with a current faculty member about a career at the University of Iowa and living in the Iowa City area, please let me know and I can connect you with someone here.

I will contact you again when the position is posted.

[link to department website]

[link to relevant research center websites]

[University of Iowa Jobs website](#)

[Diversity, Equity, and Inclusion at Iowa](#)

Work/Life Resources: [worklife.uiowa.edu](http://worklife.uiowa.edu)

Iowa City Community Information: [thinkiowacity.com](http://thinkiowacity.com)

Sincerely,

[name, title]

# Faculty Advertisement Templates & Samples

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*The research literature indicates that using specific strategies in defining and advertising a faculty position will help to attract a more diverse applicant pool. Please consider using the strategies and samples provided below in drafting ads that are tailored to your department's and college's unique strengths and needs.*

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## STRATEGY: Emphasize the UI/Collegiate Commitment to Diversity, Equity, and Inclusion

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### UI SAMPLE 1

The University of Iowa understands the link between diversity, equity, and inclusion (DEI) and excellence in education. As demonstrated by the University's 2019-2021 Diversity, Equity, and Inclusion Action Plan, we embrace our responsibility to create a welcoming and inclusive campus culture so that all community members are able to realize their full potential. Faculty members in the College of XXX contribute to this mission by designing curricula, research programs, and engagement opportunities that advance understanding of DEI and emphasize the value of global citizenship. As part of the application, candidates are invited to describe their past, current and planned future efforts to advance diversity and inclusion in alignment with the University of Iowa's mission and values in the areas of teaching, research mentoring and broader impacts, or other professional service. To learn more about the University of Iowa's commitment to diversity, equity, and inclusion, visit [diversity.uiowa.edu](https://diversity.uiowa.edu).

### UI SAMPLE 2

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. As we enhance the breadth and depth of our perspectives, we are better able to fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. Our ability to foster an equitable and inclusive environment for all who join the UI family will determine our collective success. We eagerly accept this challenge. At the UI, we achieve excellence through diversity, equity, and inclusion. To learn more about the University of Iowa's commitment to diversity, equity, and inclusion, visit [diversity.uiowa.edu](https://diversity.uiowa.edu).

### REQUIRED EEO STATEMENT (must be included in all external ads)

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual.

*\*\*If your college/department has an approved diversity statement, include it as well.*

## STRATEGY: Describe Work/Life Resources

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### UI RESOURCES

We are committed to recruiting and retaining the most talented and diverse faculty and staff, which involves providing opportunities for employees to “[Build a Career and Build a Life](#)” in the Iowa City area. The University offers several benefits to support faculty in achieving a healthy work/life balance including domestic partner benefits, family caregiving leave, flexible spending accounts for dependent care and health care, and an automatic tenure clock extension when a minor child is added to the family. For more information about local work/life resources, including dual-career support, please see: [worklife.uiowa.edu](http://worklife.uiowa.edu).

### COLLEGIATE RESOURCES/POLICIES

For example: The College of XXX also offers a one-time teaching load reduction when a minor child is added to the faculty member’s family.

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## STRATEGY: Broadly Define the Position

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*Consider utilizing this strategy when possible; sometimes a hiring department needs to fill a specific need which precludes this strategy.*

### SAMPLE 1

The English Department at the University of Iowa expects to make an appointment in Composition and Rhetoric in [semester/year]. We are particularly interested in innovative scholars at the entering or advanced Assistant or beginning Associate level, and we are excited to consider a broad range of areas of specialization, including, for example, rhetorical theory and/or history, gender studies, technologies of literacy, discourse studies, and new media writing. The successful candidate will contribute to vibrant and expanding programs at the graduate and undergraduate levels.

### Sample 2

The Physics Department at the University of Iowa anticipates that a tenure-track faculty position will be available with a [date] starting date. We are considering applications in all areas of physics represented in the department: High Energy Physics, Condensed Matter Physics, Atomic Molecular and Optical Physics (AMO), Astrophysics, Biophysics, and Theoretical Physics. We are particularly interested in applicants working in the areas of Theoretical Astrophysics, Condensed Matter Theory, String Theory, AMO Theory or High Energy Theory.

### Sample 3

The Department of Anthropology at the University of Iowa invites applications for one or more full-time faculty positions in sociocultural anthropology to begin in [date]. We seek creative scholars who integrate ethnography and theoretical analysis, and who deepen our dialogue with other disciplines and debates. Successful candidates will be able to teach introductory and higher-level undergraduate courses in addition to graduate seminars, and their research and teaching interests should complement the strengths of our existing faculty (for more information consult our website at [url]).

## ADDITIONAL SAMPLES

- The University of Iowa Department of XXX is committed to building a culturally diverse educational environment, with a focus on diversifying the faculty. We are seeking faculty who can teach in these and other areas while contributing to the diversity and excellence in our programs and courses through their research, teaching and service.
- XXX University has a strong commitment to principles of diversity and, in that spirit, actively encourages applications from groups underrepresented in higher education.
- The University of XXX is deeply committed to a community of excellence, equity, and diversity and welcomes applications from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives.
- Successful candidates should possess specific competencies and demonstrated expertise in multicultural settings.
- The School/College/Department of XXX is committed to increasing the diversity of the campus community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area.
- XXX University is committed to the development of a multicultural environment. We value input of multiple viewpoints and perspectives across the university; our goal is to create an academic community that is rich with cultural, social and intellectual diversity.
- Diversity is a core value of the University of Iowa College of XXX. We believe that the educational environment is enhanced when diverse groups of people with diverse ideas come together to learn.

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## STRATEGY: Include Diversity Indicators Related to the Field and/or Qualifications Sought

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### **Examples: include discipline(s) or sub-discipline(s) related to diversity as an area of interest.**

- African-American literature within an English department
- Race relations within a Sociology department
- Ethnic studies within an American Studies department
- Race, class and gender differences within Sports Studies
- Intercultural communication within a Communication Studies department
- Technology and society in a Computer Science department
- Ethics of stem cell research in a biology or Biomedical Engineering department

### **Examples: include job qualification(s) related to diversity.**

- We are particularly interested in applicants who will actively foster a climate that values and engages diversity in all its forms to enliven and make more inclusive the work of the department/college.
- Demonstrated success working with diverse groups of students is highly desirable.
- In holistically assessing the many qualifications of each applicant, we would factor favorably an individual's record that includes experience with an array of diverse perspectives, as well as a wide variety of different educational, research, or other work activities. Among other qualifications, we would also factor favorably experience overcoming or helping others overcome barriers to an academic career or degree.
- Successful candidates should possess specific competencies and demonstrated expertise in multicultural settings. (ADVANCE-Purdue)



- Invite applicants to describe their past, current, and/or future contributions to advancing diversity, equity, and inclusion in the academic and/or research environment – as part of their cover letter or in a separate document.
- Applicants must be capable of adhering to the expectation that all faculty and staff will maintain effective, civil, and respectful working relationships with the University of Iowa campus community and uphold a high standard of cultural competency that represents the Tippie College of Business commitment to diversity and inclusion.

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STRATEGY: Use race/gender-neutral terms in the ad.

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Review the final ad for terminology that could signal racial and/or gender bias. For example, competitive language has been demonstrated to discourage female candidates from applying.

### **Optional Tool**

Use the online [Gender Bias Calculator](#) or the [Gender Decoder](#) to test your ad language for gender bias.

## Examples of How to Request “Diversity Statements” in Faculty Job Advertisements

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*Departments are encouraged to evaluate candidates’ past and future potential contributions to diversity, equity, and inclusion as part of the evaluation process. Units may consider including a request for a Diversity Statement as part of the application materials, or ask candidates to address their contributions in the context of other materials such as a teaching statement or research statement. Below are examples of this type of requests.*

### Requests for Diversity Statements

- **UI College of Engineering (2017):** “The University of Iowa understands the link between diversity and excellence in education. We embrace our responsibility to create a welcoming and inclusive campus culture so that all community members are able to unlock their own potential and be prepared for their future. Faculty members in the College of Engineering contribute to this mission in all areas of faculty effort by designing curricula, research programs, and engagement opportunities that advance understanding of diversity and emphasize the value of global citizenship. Candidates are asked to provide a Commitment to Diversity statement addressing their experience, current activities, and/or future plans to advance diversity and inclusion in alignment with the University of Iowa’s mission and values.”
- **UW Information School:** “Diversity is a core value and foundational concept in the Information School. Catalyzing the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and to discover, define and deliver solutions. The iSchool prepares professionals to work in an increasingly diverse and global society by promoting equity and justice for all individuals. We actively work to eliminate barriers and obstacles created by institutional discrimination. In your application, please describe your experiences with diversity in your research, teaching or service, and your potential to support the iSchool’s commitment to diversity and to bring diversity to the information field. Discuss your potential to mentor and educate students who will serve diverse populations.”
- **Education, UW Tacoma:** “To apply please submit the following application materials to <https://academicjobsonline.org/ajo/jobs/6747>: a cover letter delineating your interests and qualifications, a description of research interests and teaching philosophy, curriculum vitae, three letters of reference, a list of three additional references, samples of current research or written work, and a statement detailing how your teaching, service and/or scholarship has supported the success of students from racial, ethnic, and gender backgrounds that are underrepresented in your academic field; applicants who have not yet had the opportunity for such experience should note how their work will further UW Tacoma’s commitment to diversity and its mission as an urban serving university.”
- **UW Mathematics:** “The Department of Mathematics at the University of Washington is committed to fostering a diverse and inclusive academic community. See [math.washington.edu/diversity-commitment](https://math.washington.edu/diversity-commitment). We encourage applications from individuals whose backgrounds or interests align with this commitment. Candidates are welcome to include a brief statement in this regard in their application.”

## Requests to Address Diversity in Other Materials

- **School of Environmental and Forest Sciences:** "The University of Washington is building a culturally diverse workforce. The School of Environmental and Forest Sciences has a goal of creating a dedicated team of educators capable of enabling our students to successfully explore and interpret the rich array of disciplines and perspectives contained within the wildlife sciences. Thus, we are strongly seeking candidates whose research, teaching, and/or service have not only prepared them to fulfill our commitment to inclusion but have also given them the confidence to fully engage audiences in higher education from a wide spectrum of backgrounds.

Applications should include a letter of application describing your expertise and experience in research and teaching, curriculum vitae, and contact information for three references. The letter should highlight how you integrate quantitative approaches into your work and include a brief statement on how your teaching, research and/or service demonstrate a commitment to diversity and inclusion through scholarship or by improving access to higher education for underrepresented individuals or groups."

- **Marine and Environmental Affairs:** "Applications should include the applicant's name in the subject line of the email. The following application materials should be attached: 1) curriculum vitae, 2) statement of research and teaching interests and philosophies, including experience with and commitment to diverse audiences and inclusive approaches (3 pages maximum), 3) three publications that best represent work relevant to the position, and 4) names and full contact information for three professional references. Items 1-4 should be merged into a single searchable PDF document attached to the email. Consideration of applications will begin immediately and continue until the position is filled. Priority will be given to applications received by December 1, 2015."
- **English:** "Candidates should demonstrate a sustained commitment to excellence in undergraduate and graduate teaching, scholarly research, departmental and college service, and student advising. As a public institution, the University of Washington seeks candidates committed to working with diverse student and community populations; therefore, applicants are encouraged to describe in their letter of intent how their scholarship, teaching, and service contribute to diverse communities. Applicants should have a Ph.D. degree, or foreign equivalent, by the start of the appointment. University of Washington faculty engage in teaching, research, and service. Please submit letter of application, C.V., dissertation abstract, teaching portfolio, three letters of recommendation, and writing sample via Interfolio ([apply.interfolio.com/31415](http://apply.interfolio.com/31415))."

Adapted from University of Washington Office for Faculty Advancement. (2016). [Examples of how to request diversity statements in faculty job ads.](#)

## Additional Resources

- University of California-Irvine ADVANCE. (2014). [Applicant diversity statement in faculty search process: Frequently asked questions.](#)
- University of California-Irvine ADVANCE. (2015). [Diversity statement evaluation grid.](#)
- University of California-Los Angeles Office of Equity, Diversity and Inclusion (2017). [Equity, Diversity, and Inclusion \(EDI\) Statement FAQs.](#)
- University of California-San Diego - Center for Faculty Diversity and Inclusion. (n.d.). [Contributions to diversity.](#)
  - This is a useful resource that provides guidance to applicants and also examples of statements that might be useful for the committee to discuss in advance of receiving submissions.

# Individual Strategies for Reducing Implicit Bias

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*Search committee members may consider the following individual strategies to reduce their own internalized biases.*

## **Devote Intention, Attention, and Time**

"[I]mplicit bias is like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias" (4). Intention, attention, and time are needed to learn new responses well enough to "compete with the formerly automatically activated responses" (34).

## **Increase Your Awareness about the Prevalence of Implicit Bias, including Your Own Biases**

Increased exposure to the research, patterns of biased behaviors, and behavioral-based interventions, allows for the activation of 'executive control' strategies to inoculate against and/or interrupt biased behaviors. Take an Implicit Association Test on the Project Implicit® website ([implicit.harvard.edu/implicit](http://implicit.harvard.edu/implicit)), read an article or study about implicit bias, attend a workshop, pay attention to whether the patterns identified in numerous studies are occurring in your environment.

## **Employ Debiasing Techniques, including:**

- **Exposure to Counter-Stereotypic Individuals:** Exposure to people who exemplify positive, counter-stereotypical attributes decreased the automatic preference effect such as exposure to Black exemplars decreased White preference.
- **Individuation of members of stereotyped groups** such as strengthening one's ability to differentiate between faces, unique characteristics decreases implicit bias.
- **Imagery Reprogramming:** Surround yourself with mental, visual reprogramming images, such as: posters, pamphlets, photographs that provoke counter-typical associations, and **Debiasing Agents**, which are "individuals whose traits contrast with the stereotypes typically associated with that particular category", such as male nurses, elder athletes, and female scientists.
- **Stereotype Negation Training:** Literally responding "no" when presented with a stereotypic trait that matched a category representation and "yes" when viewing non-stereotypic.

## **Decrease Stereotype Inducing Stimuli**

Pay attention to the information you surround yourself with. For example, given the study which shows exposure to network news increases racial stereotypes, find alternative news outlets led by and/or for people of color.

## **Practice Perspective Taking**

Interrupt your personal assumptions and take the perspective of someone different from yourself.

## **Increase Intergroup Contact**

Create authentic relationships with people different than yourself. Seek out opportunities for intentional interaction with people who possess equal status (e.g., not patients, clients, students), in a context of sharing common goals, interacting in a cooperative versus competitive setting.

**Reviewing Applicants: Research on Bias and Assumptions**, Women in Science & Engineering Leadership Institute, University of Wisconsin-Madison ([wiseli.wisc.edu/wp-content/uploads/sites/662/2018/10/BiasBrochure\\_3rdEd.pdf](http://wiseli.wisc.edu/wp-content/uploads/sites/662/2018/10/BiasBrochure_3rdEd.pdf)).



# Letters of Recommendation

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*Search committees may consider using a specific structure to request references, prompting reference writers to focus on specific elements being evaluated and possibly reducing the likelihood of generalized or biased comments.*

## Developing a Structure & Reading to Avoid Bias

Creating a structure for those who are writing letters of recommendation can ensure a more uniform comparison of qualifications. Letters are often heavily weighted in the search process, but they can be systematically different depending on the gender of the candidate. This can keep a diverse pool from becoming a diverse faculty. Letters lacking specific information are called “letters of minimal assurance” (Trix & Psenka, 2003) rather than “letters of recommendation.” Remember, you are often judging the skill of the letter writer rather than the candidate.

## SAMPLE REFERENCE LETTER PROMPT

Dear Dr. [referee name]:

Dr. [candidate name] is being considered for a [tenure-track] faculty appointment in the Department of [dept name] in the University of Iowa College of [college name]. We are writing to request a letter of reference for Dr. [candidate name]. Please address the following elements in your letter, as applicable:

- Clearly state your relationship to the applicant
- Leadership roles held
- Research scope and impact
- Quantity and quality of publications
- Success in obtaining external funding
- Teaching/mentoring competence
- Awards
- Contributions to diversity, equity, and inclusion in the academic environment
- Other important achievements

The search committee appreciates your time in writing this letter of reference.

Sincerely,

[search committee chair name]  
Search Committee Chair  
Department of [dept name]

It is also helpful to remember the following kinds of phrases that can unintentionally influence a reader.

- **Doubt raisers or negative language:** “Although her publications are not numerous” or “While not the best student I have had, he....”
- **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.”
- **Hedges:** “Their health and personal life is stable” or “They respond well to feedback.”
- **Irrelevancy:** “They are very active in church” or “She is quite close to my wife.”
- **Using gender terms for women and titles for men:** “A lovely woman, she was an asset to our department.” vs. “Dr. John 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:** Implying women succeed through effort, men succeed through abilities (e.g., hardworking, conscientious, dependable, meticulous, thorough, diligent, dedicated, careful).

# Template Communications to Candidates Related to Community Time

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*Departments are encouraged to incorporate time into the finalists' interview schedule for the candidates to explore campus and/or community resources of interest to them. This practice communicates the department's commitment to ensuring that the candidate can envision building a career and building a life in the Iowa City area. It is critical that an HR partner or other individual who is not a voting member of the search committee facilitate this portion of the interview schedule, so that candidates' personal interests will not influence the committee's deliberations.*

## Email template from department to candidate to introduce HR

Hello Dr. [NAME],

I'd like to introduce you to [HR rep name] from the College of [college] human resources team. During your campus visit we will be spending time evaluating you as a candidate, but we also want to allow time for you to evaluate us and the Iowa City area. We'd like to help you explore opportunities to both build a career and build a life in our community. In that vein, [HR rep name] will continue some discussions with you outside of our departmental meetings. On [date] there is time in your schedule set aside to explore your interests and what is important to you. [HR rep name] will coordinate this time with you directly. Please expect to hear from [her/him] soon.

Kind regards,

[name of department admin]  
[signature block]

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## Email template from HR to candidate to schedule community time.

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Hello Dr. [NAME],

It's a pleasure to "meet" you and I look forward to meeting you in person during your upcoming visit to the College of [college]. The University of Iowa actively seeks to help our faculty and staff build a career and build a life in the Iowa City community. To help introduce you to our campus and broader community, I welcome you to explore the information and resources outlined on the [Build A Career | Build A Life](#) webpage. You'll find information about dual career services, diversity and inclusion, housing, and entertainment, among other topics. Our new [Jobs@Uiowa](#) site also contains great information about working and living in this area, as does the [Iowa City Area Welcome](#) website.

We have reserved up to 2 hours during your visit for you to explore campus or community resources of your choosing. I will coordinate this portion of your visit with you so that your personal interests/needs are not part of the search committee's process. Please let me know how you would like to spend that time and I will make any necessary arrangements. For example, if you are interested in meeting with a representative from one of the campus affinity groups (found in the Diversity & Inclusion section of the Build A Career | Build A Life webpage) I can arrange for that meeting during that time. If you would like to tour the Campus Recreation and Wellness Center, I can set that up for you. If you'd rather have the time to explore downtown Iowa City on your own, that's fine too. It's completely up to you. In addition, you will meet with me for 30 minutes so that you have time to ask any questions that you might have in a confidential setting.

I look forward to hearing from you.

Warm regards,  
[name of HR rep]  
[signature block]  
*The Iowa City Area [welcomes](#) you!*

# Applicant Evaluation Tool

*This tool offers a method for faculty search committees to evaluate faculty applicants. It is meant to be a template that committees can modify as necessary for their own needs. The questions are designed for junior faculty candidates; however, alternate language could be used for senior faculty candidates. The Office of the Provost also has a Qualtrics template for this tool. Departments who would like to use the Qualtrics templates should email a request to [faculty@uiowa.edu](mailto:faculty@uiowa.edu).*

**Candidate's name:** \_\_\_\_\_

Please indicate which of the following application materials you have read (check all that apply):

- ☐ CV
- ☐ Statements (re: research, teaching, etc.)
- ☐ Scholarship (indicate what: \_\_\_\_\_)

Does this candidate meet required qualifications? Yes \_\_\_\_\_ No \_\_\_\_\_

What are the candidate's strengths?

Please rate the candidate on each of the following elements.

	7+	5-6	3-4	1-2	0	Unable to judge
Research productivity as evidenced by [number of first-authored articles, number of publications, etc. – define criteria]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Research <u>quality</u> as evidenced by [quality of journals, independent assessment of articles, etc. – define criteria]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of success in obtaining external funding, if applicable.						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential for scholarly impact as evidenced by <i>[define criteria]</i>						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of strong background in <i>[relevant fields]</i> as evidenced by <i>[coursework, research experience, etc. – define criteria]</i>						

	Solo	Team	TA	Grading	None	Unable to judge
Evidence of undergraduate teaching experience						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of undergraduate teaching competence						

	Seminar	Thesis advisor	Committee	Mentorship	None	Unable to judge
Evidence of graduate student teaching and/or mentorship experience						

	Excellent	Very Strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of graduate student teaching and/or mentorship competence						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential to teach undergraduate courses in core curriculum (including creation of new courses) as evidenced by <i>[define criteria]</i>						
Potential to teach graduate courses as evidenced by <i>[define criteria]</i>						

	Past DEI leadership	Past DEI participation	Articulates future plans	Acknowledges barriers	Unacceptable	Unable to judge
Candidate's ability to contribute to diversity, equity, and inclusion at UI.						

What are the candidate's weaknesses?

For more information or additional copies of this resource, please contact the Office of the Provost, [faculty@uiowa.edu](mailto:faculty@uiowa.edu).



## Sample Diversity-Related Interview Questions

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*Search committees are encouraged to evaluate candidates' contributions to diversity, equity, and inclusion during the interview process. Sample interview questions are provided below.*

- The University of Iowa understands the link between diversity and excellence in education. Please provide examples of ways you have advanced diversity, equity and inclusion in your career, including what you most appreciated about those experiences and the challenges you faced.
- **Teaching:** Describe strategies (that you have used or considered) for creating an inclusive learning environment for your students? Provide us with examples of how you managed diversity in your classroom setting. Has diversity played a role in shaping your teaching and advising styles?
- **Research/Service:** As a faculty member, have you done research in the area of diversity? Describe any experience you have had to advance diversity among graduate students. As a higher education professional, have you done any work in the area of diversity in the community?
- **General:** What do you see as the most challenging aspects of an increasingly diverse academic community? Follow-up question: What initiatives have you taken in your previous capacities to meet such challenges? What do you identify as the greatest opportunities achieved by increasing diversity, equity and inclusion in the academic community?

### Further Guidance

OIE offers further guidance [Assessing Applicant's Diversity Skills in accordance with the University of Iowa's Diversity in Employment Guidelines](#) for faculty appointments with significant administrative responsibilities and all positions at pay level 6 or higher in the non-organized professional and scientific classification system.

### Additional Resources

- Rochester Institute of Technology. (n.d.). [Examples of diversity interview questions.](#)
- Roehling, M., & Russell, P. G. (2012). [Faculty search toolkit: A resource for search committees and administrators at Michigan State University \(NSF ADVANCE Grant #0811205\).](#)
- University of Iowa Office of Institutional Equity. (n.d.). [Assessing diversity leadership skills in the interview.](#) Section F in "The Selection Process."
- University of Iowa Office of Institutional Equity. (n.d.). [Checklist for assessing applicants' diversity skills in accordance with the University of Iowa's diversity in employment guidelines.](#)

## UI Office of Institutional Equity (OIE) Legal and Illegal Interview Inquiries

*Search committees should use this reference as they develop their interview questions.*

Inquiry Area	Legal Inquiries	Illegal Inquiries
<b>Religion</b>	Whether applicant can meet specific work schedule(s).	Applicant's religious denominations or affiliation, parish, religious leader, or religious holidays observed. Any inquiry made to identify religious denominations or customs.
<b>Name</b>	Whether the applicant has worked for the University under another name. Whether any other information such as a nickname is needed to check the candidate's work and educational record.	Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent. Inquiries about the name change due to a court order, marriage, or otherwise.
<b>Birthplace</b>	See Citizenship, Acceptable Inquiries, below.	Birthplace of applicant, spouse, parents, or other relatives.
<b>Citizenship</b>	Statement that employee must be eligible to work in the U.S. when they begin work.	Any inquiries about citizenship or whether applicant is or intends to become a U.S. citizen.
<b>Residence, Nationality</b>	Place of residence.	Specific inquiry into foreign addresses that would indicate national origin, nationality of applicant, applicant's parents, or spouse. Whether applicant owns or rents home.
<b>Age</b>	Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring, or that hire is subject to verification of minimum age.	Cannot require that applicant state age or date of birth. Cannot require that applicant submit proof of age before hiring. Any questions that may tend to identify applicants over 40 years of age (per federal law) and 18 years of age (per state law).
<b>Sex, Pregnancy</b>	Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists. BFOQ is very narrowly interpreted by the courts, and is rarely allowed, with the burden of proof for BFOQ resting on the employer.	<p><b>Sex:</b> Any inquiry that would indicate sex of applicant. (Sex is not a BFOQ because a job involves physical labor, such as heavy lifting beyond capacity of some women.) Applicant's sex cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job.</p> <p><b>Pregnancy:</b> Improper use of known or perceived pregnancy status of applicant(s) to disqualify candidacy.</p>

Inquiry Area	Legal Inquiries	Illegal Inquiries
<b>Marital and Family Status, Gender Identity</b>	Whether applicant can meet specific work schedules(s).	Marital status or number of dependents. Names, ages, or addresses of spouse, children, or relatives. Questions about gender identity or sexual orientation.
<b>Race, Color, Physical Characteristics</b>	None	Inquiry as to applicant's race; color of skin, eyes, or hair; or other questions directly or indirectly indicating race or color. Applicant's height or weight when it is not relevant to the job.
<b>Disabilities</b>	Can ask an applicant questions about his or her ability to perform job-related functions as long as the questions are not phrased in terms which would seek to elicit whether the applicant has a disability.	General inquiries ("Are you disabled?") that would tend to reveal disabilities or health conditions that do not relate to fitness to perform the job. Applicant's height or weight when it is not relevant to the job. It is unlawful to ask an applicant whether they are disabled or about the nature or severity of his or her disability.
<b>Education</b>	Applicant's academic, vocational, or professional education; schools attended.	Date last attended high school (reflects age of applicant). Inquiry as to religious or racial affiliation of high school.
<b>Work Experience, Military Experience</b>	Applicant's work experience, including names, addresses of previous employers, dates of employment, reasons for leaving.	Type of military discharge.
<b>Veteran Status</b>	None	Improper use of veteran status information to disqualify candidacy.
<b>Conviction, Arrest, and Court Record</b>	Inquiry into actual convictions (not arrests) that relate reasonably to fitness to perform a particular job.	Any inquiry relating to arrests, any inquiry or check into a person's arrest, court, or conviction record if not substantially related to functions and responsibilities of the prospective employment.
<b>Photograph</b>	Statement that it may be required after hiring.	Request for photograph before hiring.
<b>Associational Preference</b>	None	Improper use of information about political affiliation, clubs or organizational groups to disqualify candidacy.
<b>Genetic Information</b>	None	Inquiries regarding family medical history, genetic testing. Improper use of genetic information to make decisions regarding an employee's health insurance and/or employment.

Available online: [Legal and Illegal Interview Inquiries](#)

# On-Campus Interview Evaluation Tool

This tool offers a method for department faculty to evaluate faculty candidates following campus interviews. It is meant to be a template that committees can modify as necessary for their own needs. The questions are designed for junior faculty candidates; however, alternate language could be utilized for senior faculty candidates. The Office of the Provost also has a Qualtrics template for this tool. Departments who would like to use the Qualtrics templates should email a request to [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

**Candidate's name:** \_\_\_\_\_

Please indicate which of the following application/interview components you have read and/or participated in (check all that apply):

- ☐ CV
- ☐ Statements (re: research, teaching, etc.)
- ☐ Scholarship (indicate what you have reviewed: \_\_\_\_\_)
- ☐ Individual or group interview
- ☐ Teaching presentation
- ☐ Job talk

What are the candidate's strengths?

Please rate the candidate on each of the following elements.

	Excellent	Very Strong	Strong	Acceptable	Unacceptable	Unable to judge
Quality of presentation skills as evidenced by teaching presentation and/or job talk (clear presentation of material, use of technology, response to questions, etc.)						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Interpersonal/Communication Skills (ability to express ideas clearly, evidence of successful collaborations, etc.)						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Research <u>quality</u> as evidenced by [ <i>quality of journals, independent assessment of articles, etc. – define criteria</i> ]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential for scholarly impact as evidenced by job talk, [ <i>define other criteria</i> ]						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of success in obtaining external funding, if applicable.						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of undergraduate teaching competence including candidate's teaching presentation						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Evidence of graduate student teaching and/or mentorship competence						

	Excellent	Very strong	Strong	Acceptable	Unacceptable	Unable to judge
Potential to teach undergraduate courses in core curriculum (including creation of new courses) as evidenced by <i>[define criteria]</i>						
Potential to teach graduate courses as evidenced by <i>[define criteria]</i>						

	Past DEI leadership	Past DEI participation	Articulates future plans	Acknowledges barriers	Unacceptable	Unable to judge
Candidate's ability to contribute to diversity, equity, and inclusion at UI.						

What are the candidate's weaknesses?



# Search Committee Finalist Discussion Outline

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*This tool is intended to guide search committees in their discussion of candidates after on-campus interviews take place, when determining their final evaluation and rankings of the candidates. A structured conversation facilitates a comprehensive evaluation across all criteria before the final decision or recommendation.*

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## Prior to the search committee meeting

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1. Collect feedback from all who participated in the candidate interviews. (Interview Evaluation Tool template available)
  2. Search chair should compile aggregate feedback and provide data to search committee members.
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## Search Committee discussion

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1. Review established evaluation criteria, as determined at the outset of the search.
2. Discuss each individual candidate.
  - a. Candidate strengths
    - i. as reported in the evaluation feedback
    - ii. as observed/evaluated by the committee members
    - iii. Identify specific reasons why this candidate should be hired.
  - b. Candidate weaknesses
    - i. As reported in the evaluation feedback
    - ii. As observed/evaluated by the committee members
    - iii. Identify specific reasons why this candidate should not be hired.
  - c. Is the candidate acceptable or unacceptable?

**\*\*If your committee charge is to summarize strengths and weaknesses of candidates, document the candidate summaries as discussed above including whether each candidate is acceptable or unacceptable.**
3. If your committee charge includes ranking the candidates, proceed as follows:
  - a. By secret ballot each committee member will rank order the candidates, indicating if any are unacceptable.
  - b. Chair will report the outcome.
  - c. Discussion
    - i. Comments in favor of, and then against, the ranking of the most highly ranked candidate
    - ii. Comments in favor of, and then against, the ranking of the second most highly ranked, and so on
  - d. The committee may decide to take another secret ballot to rank order the candidates to see if the relative rankings shift after the discussion.
  - e. Determine by final secret ballot the final ranking of candidates to be recommended to the department faculty/DEO.

# Evaluating a Search

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*Departments are strongly encouraged to gather feedback from the search committee to evaluate the search process and use that learning to inform future searches. The questions below may be helpful in gathering feedback. The Office of the Provost also has a Qualtrics template to survey the search committee and the search chair. Departments who would like to use the Qualtrics templates should email a request to [faculty@uiowa.edu](mailto:faculty@uiowa.edu).*

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

Search Committee Chair: \_\_\_\_\_

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

## 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?

## Advertising

- Did you make special efforts to increase the diversity of the pool?
- What were these special efforts?
- What were the outcomes of these efforts in the applicant pool, interview candidates, offers made, and offers accepted?

## 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?

## 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?

## Resources

- What on-campus resources were most helpful to you during the search?
- How did you obtain these resources? From what office(s) or website(s)?
- What additional support was needed?

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

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

To improve the process and success rate of future faculty searches, it helps to know why current candidates accept or reject offers. Please 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 determined in a University of Michigan study include warm attention from the department chair; frequent and prompt attention by phone and email; meeting with both graduate and undergraduate students; meeting with women faculty and postdocs (for women candidates); receiving information about dual career opportunities early in the process; receiving information about family-friendly policies and resources; having the 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 coming quickly.

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

Problematic practices determined in the same study 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 aren't being recruited for scientific excellence but because of gender or race; 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 isn't valued or desirable on their own terms.

# Post Search Survey

Thank you for serving on the faculty search committee.

As your faculty search comes to a conclusion, please complete this survey to provide your feedback about the search process. We would like to collect your ideas about what worked well and what could be improved in future searches. The College will use this feedback to continually evaluate and improve upon our search practices.

Please identify your role in this search.

- ☐ Search committee member
- ☐ Search committee chair
- ☐ Human Resources
- ☐ DEO

In what department did this search occur?

- ☐ Department A
- ☐ Department B
- ☐ Department C

Did this search result in one or more successful hires?

- ☐ Yes, a single hire was made.
- ☐ Yes, multiple hires were made.
- ☐ No

Did any candidate(s) decline an offer? (DEO Only)

- ☐ Yes
- ☐ No

If yes, what reasons did the candidate(s) provide for declining an offer? (DEO Only)

On the next few pages is a list of possible faculty search strategies, divided by the stage of the search process. We are interested in learning which strategies this search committee used in this search process. Please check the box if the committee used a specific strategy.

Set the Tone

	Used This Strategy
Lead ongoing discussion of importance of diversity, equity, and inclusion to the academic mission.	<input type="checkbox"/>
Engage in ongoing, active relationship building and identification of excellent and diverse candidates.	<input type="checkbox"/>

## Review DEI Data and Resources

	Used This Strategy
Review departmental diversity data to understand trends and urgency.	<input type="checkbox"/>
Become familiar with UI diversity-related faculty recruitment resources (e.g., Dual Academic Career Fund, Distinction through Diversity Fund, HERC, Build a Career Build a Life work/life resources).	<input type="checkbox"/>

## Form/Train Search Committee

	Used This Strategy
Form search committee with attention to demographic composition; include underrepresented members within or outside department & individuals committed to diversity, equity, and inclusion. Strive for more than one representative to avoid tokenism.	<input type="checkbox"/>
Require implicit bias training for committee members, including key strategies to advance equity.	<input type="checkbox"/>
Discuss intentional practices to engage all members of committee in process, including acknowledgement of power differences and impact on group dynamics	<input type="checkbox"/>

## Articulate Evaluation Criteria

	Used This Strategy
Establish objective criteria	<input type="checkbox"/>
Include demonstrated commitment to diversity, equity, and inclusion as a criterion.	<input type="checkbox"/>
Define qualifications broadly, limiting the number of required qualifications.	<input type="checkbox"/>
Discuss the use and timing of reference letters.	<input type="checkbox"/>

## Write and post Position Ad

	Used This Strategy
Emphasize UI's commitment to diversity, equity, and inclusion in ad.	<input type="checkbox"/>
Include Build A Career   Build a Life to acknowledge importance of work/life issues in applicant decision-making.	<input type="checkbox"/>
Use bias-free terms; review ad for evidence of gender and/or racial bias.	<input type="checkbox"/>
Post ad in publications and online communities that specialize in reaching diverse populations.	<input type="checkbox"/>

## Actively Recruit Candidates

	Used This Strategy
Develop an Active Recruitment Plan to identify efforts to maximize diversity of pool.	<input type="checkbox"/>
Engage in active recruitment to seek out passive candidates by networking, calling, emailing, etc.	<input type="checkbox"/>
Compare availability data to demographics of applicant pool at multiple checkpoints to determine whether additional outreach is needed to reach availability threshold.	<input type="checkbox"/>

## Develop the Shortlist

	Used This Strategy
Review agreed upon evaluation criteria before reviewing applicant materials. Be prepared to reference criteria when discussing candidates.	<input type="checkbox"/>
Have all committee members complete an evaluation worksheet for each candidate and submit evaluations to committee chair prior to meeting.	<input type="checkbox"/>
Allow time for full discussion; do not rush. Be mindful of implicit bias and potential cognitive errors.	<input type="checkbox"/>
Review reference letters after evaluation of CV/other materials. Critically review reference letters for language indicating bias (e.g., gender, race).	<input type="checkbox"/>
Evaluate the demographics of shortlist; assess and explain if shortlist is less diverse than available pool.	<input type="checkbox"/>

## Conduct Distance & On-Campus Interviews

	Used This Strategy
Use structured interview format for all candidates during interviews.	<input type="checkbox"/>
Include interview question(s) about commitment to diversity, equity, and inclusion.	<input type="checkbox"/>
During campus interviews, offer block of time for candidate to explore unique interests; provide contact outside search committee (e.g., HR/Search Admin) to make arrangements.	<input type="checkbox"/>
Use standard evaluation tool for department faculty to provide feedback about candidates.	<input type="checkbox"/>
Provide all candidates with a positive campus interview experience.	<input type="checkbox"/>

## Select Final Candidate(s)

	Used This Strategy
Structure committee discussion to solicit consideration of both strengths and deficits for each candidate.	<input type="checkbox"/>
Challenge assumptions and common cognitive errors during deliberations.	<input type="checkbox"/>
Be mindful of power dynamics among committee members and foster an environment in which all committee members are heard.	<input type="checkbox"/>

## Negotiate Offer/Engage Candidate *(DEO Only)*

	Used This Strategy
Inquire about start-up needs; tailor offer to accommodate needs	<input type="checkbox"/>
Provide initial offer via phone call, then send letter.	<input type="checkbox"/>
Offer to provide any additional information candidate needs to make a decision.	<input type="checkbox"/>
Be prepared to negotiate salary within budget parameters and respond to dual career needs.	<input type="checkbox"/>
After offer is accepted, reach out to candidate to welcome to campus and inquire about any transitional needs.	<input type="checkbox"/>
Promptly notify candidates who were not selected.	<input type="checkbox"/>

### Evaluate the Process/Integrate Learning

	Used This Strategy
Debrief process as a search committee (i.e., what worked well and what did not).	<input type="checkbox"/>
Evaluate effectiveness of job ad placement and other recruitment strategies.	<input type="checkbox"/>
Have all members complete post-search survey.	<input type="checkbox"/>
Integrate learning into future search processes and departmental diversity, equity, and inclusion efforts.	<input type="checkbox"/>

Please describe efforts made to increase the diversity of the applicant pool.

What worked well in this search process?

Please share any specific challenges that you faced in your search(es).

What aspects of the process could be improved in future searches?

For more information, additional copies of this resource, or access to a Qualtrics version, please contact the Office of the Provost, [faculty@uiowa.edu](mailto:faculty@uiowa.edu).



# Executive Summary - Guidance on Records Request and Retention Issues in Personnel Searches

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Office of the General Counsel, University of Iowa

## 1. Public Records

The term “public record” broadly encompasses documents, tapes, and electronic information created or received by University employees in the scope of employment. Every person has a right to examine and copy public records. However, certain records can be kept confidential.

### a. Materials That Do Not Identify Individual Applicants.

Job descriptions, advertisements for University positions, and notes or records relating solely to the function and procedure of the search committee are public records.

### b. Identities/Application Materials From “Internal” Applicants.

Applicants that are presently employed by the University of Iowa, the Board of Regents, or another agency of the State of Iowa are considered “internal” applicants. The identities of internal candidates, and their resumes and applications, are public records. All other materials or records relating to internal candidates may be kept confidential under Section (1)(d) below.

### c. Identities/Application Materials From “External” Applicants.

If committee members “reasonably believe” that outside applicants would be discouraged from seeking the position advertised if their identities or application materials were made available to the general public, the committee may withhold such materials from disclosure. There is no inherent time limit on how long this information can be retained as confidential. A committee intending to maintain the confidentiality of application materials from outside candidates pursuant to this provision should ideally do the following: (a) place an explicit question about the outside candidate’s desire for confidentiality in the application materials, and (b) should make a formal “finding” that outside applicants would be discouraged from seeking the position without privacy guarantees.

### d. Confidentiality of Other Materials Relating to an Appointment or Hiring.

A search committee may retain materials about applicants, such as the notes of committee members, drafts of interview or hiring justifications prepared for OIE, or letters of reference written for applicants, as confidential until the position is filled.

After “final action” is taken by the committee, only materials and communications received by the committee from outside government (i.e. from outside applicants, from references, etc.) may continue to be maintained as confidential. In order to do so, the committee must “reasonably believe” such communications would have been discouraged if made public. Again, any committee intending to maintain the confidentiality of materials under this provision should ideally do the following: (a) place an explicit question about the outside candidate’s desire for confidentiality in the application materials, and (b) should make a formal “finding” that outside applicants would be discouraged from seeking the position without privacy guarantees.

## 2. Record Retention

### a. Official Records.

The job description, advertisements, and information regarding where and when an advertisement for a specific position was posted are all “official records” belonging to the State of Iowa. Such records should be maintained by the University for five (5) years following the closure of a search per the University records retention policy.

Similarly, the list of candidates to be interviewed and the hiring justification prepared for the Office of Institutional Equity are also “official records”. Those official documents are retained by the University in the official search file and must be kept for five (5) years following the closure of a

search per the University records retention policy.

Finally, CVs, letters of recommendation, and transcripts of candidates who applied for the position being filled are “official records” which must be retained for five (5) years following the closure of a search per the University records retention policy.

b. Convenience Records.

Photocopies or extra copies of any search materials are considered “convenience records” in the University Operations Manual. Convenience records may be maintained or destroyed at the discretion of the user.

c. Non-Records.

Post-it notes, fax cover pages, route slips, and other miscellaneous papers or correspondence without official significance are considered “non-records” in the University’s Operations Manual.

Committee notes, drafts of interview lists, or drafts of hiring justifications that were used to develop a final official product are considered “non-records” in the University’s Operations Manual.

The committee may compile background information or materials on nominees, with or without the knowledge or involvement of the nominee. Materials that relate to nominees who do not ultimately apply and become candidates for the position are draft documents generated to develop a final, official hiring list. Accordingly, such materials are “non-records”.

Non-records may be maintained or destroyed at the discretion of the user.