"We need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitutes a dynamic intellectual community."

To order printed copies of this guidebook, please see:
https://charge.wisc.edu/wiseli/items.asp

1. **Build a diverse search committee**
   Including women and minority members on your search committee can offer diverse perspectives and new ideas that may enhance your efforts to recruit and evaluate candidates. Some search committee chairs also recommend inviting graduate student representatives, delegates from the academic staff, and members from external but related departments to join your search committee.

2. **Hold your first meeting well before your application deadline**
   Holding your first meeting well before your application deadline will allow your search committee to develop and implement an effective recruitment plan and will provide the time needed to discuss and establish criteria for evaluating applicants.

3. **Know about and adhere to the Wisconsin Open Meetings and Public Records Laws**
   Search and screen committees within academic departments/units are subject to the Wisconsin Open Meetings Law. This means that search committees in academic departments/units must publicly notify interested parties of their meetings. It is sufficient to do this by posting notice of search committee meetings on "conspicuous departmental bulletin boards to which students, staff, and faculty have regular access." Under Section 19.85 (1)(c) of the Wisconsin Open Meetings Law, search committees may go into closed session when evaluating job applicants. To hold a closed session the search committee must announce, in the public notice of the meeting, that they will be going into closed session, must convene first in open session, and must pass a motion to go into closed session. Other required procedures are described on p. I: 10. Following these procedures not only fulfills the requirements of the law, but also helps protect the confidentiality of the proceedings and the privacy of the applicants. As discussed on pp. I: 13–14, confidentiality is recommended for all search committee proceedings. In open session, this advice to keep proceedings confidential is based on best practices. In closed session, there is a legal expectation that confidentiality must be maintained. Going into closed session helps alert search committee members to their obligation to maintain the confidentiality of the proceedings. Please contact Administrative Legal Services at 263–7400 for questions unanswered by the guidelines provided on pp. I: 7–10. Search and screen committees within administrative departments/units may or may not be subject to the Wisconsin Open Meetings Law. The applicability of this law to committees in administrative departments/units depends on department/unit policies and upon whether or not the committee is a "governmental body." Any questions about the applicability of the Wisconsin Open Meetings Law should be directed to Administrative Legal Services at 263–7400. For guidelines on the Public Records Law, please see pp. I: 11–12.

Building rapport among committee members

1. **Gain the support of your committee members**
   Active involvement of every member of the committee can help you reach a broad base of potential candidates. To generate active participation, set the tone in the first meeting. In productive search committees, the committee members feel that their work is important, that each of them has an essential role in the process, and that their involvement in the search process will make a difference. **Some tips include:**

- Begin with brief introductions to get your committee members talking and comfortable with each other. The assumption that members already know one another may not be correct—particularly if the search committee includes a student representative or members from outside the department.
- Be enthusiastic about the position, potential candidate pool, and composition of the search committee.
- Remind committee members that in this age of tight budgets each position is precious and that it is up to them to ensure that the best candidate is in the pool.
- Explain that the search process is far more idiosyncratic and creative than the screening process and stress that committee members can put their individual stamp on the process by shaping the pool.

2. Actively involve all committee members in discussions and search procedures
   A broad pool is generated by a broad group of people. You will need assistance from every member of the committee, and the more work the committee does, the less you have to do. Try to make sure that each member of the committee feels involved, valued, and motivated to play a significant role in the search. Some tips include:

- Look at each member of the committee while you are speaking.
- Provide and use NAME TAGS until you are confident that *all* committee members know each other.
- Include in your first meeting at least one exercise in which you ask for a contribution from each committee member—this might be a discussion of the essential characteristics of a successful candidate or a brainstorming session about people to contact to help identify candidates.
- Try to note body language or speech habits that indicate someone is trying unsuccessfully to speak and then give them an opening.
- Be especially sensitive to interpersonal dynamics that prevent members from being full participants in the process. Many of us may assume, for example, that senior faculty are more likely than junior faculty to have connections or ideas about people to contact for nominations, or that students will be less critical in their evaluations. Sometimes these assumptions are correct, but we have all had our assumptions challenged by the junior colleague who nominates a great candidate or the student who designs an insightful interview question.
- Before leaving a topic, be sure to ask if there are any more comments, or specifically ask members of the committee who have not spoken if they agree with the conclusions or have anything to add. Be sure to do this in a way that implies you are asking because the committee values their opinion; try not to embarrass them or suggest that they need your help in being heard.
- If you notice that a member of the committee does not speak at all, you might talk with them after the meeting and mention that you are grateful that they are donating their time. Ask if they feel comfortable in the meeting and if there is anything you can do to facilitate their participation. This may be particularly important if your committee has a student member who is intimidated by having to speak in a room full of faculty.

3. Run efficient meetings
   See also: *How to Lead Effective Meetings*

- Consider inviting someone with expertise on research documenting the value of diversity to your committee meetings (e.g., a representative of your college's Equity and Diversity Committee or a staff member of the University Equity and Diversity Resource Center or the Academic Personnel Office).

2. One member dominates the meetings
   - Review and/or refer to the ground rules you established for your search committee meetings.
   -

GUIDELINES FOR COMPLYING WITH THE WISCONSIN OPEN MEETINGS LAW

F A
www.wisc.edu/legal/legalservices/OpenMtg.pdf

These Guidelines are intended to provide basic information concerning the Wisconsin Open Meetings Law (ss.19.81, et seq., Wis. Stats.) in order to assist departments and units of UW–Madison in complying with its requirements. The Office of Administrative Legal Services is available to provide more specific legal guidance whenever required or desired. Please call the office at 263–7400 whenever you have any questions or you are faced with an issue that is not directly addressed in these Guidelines.

Public Policy

The Wisconsin Open Meetings Law provides that all meetings of governmental bodies shall be preceded by public notice and shall be publicly held in places reasonably accessible to all. At any meeting of a governmental body, all discussion shall be held and all action of any kind, formal or informal, shall be initiated, deliberated upon, and acted upon only in open session, unless a closed session is specifically authorized by the statute. The law is to be liberally construed to afford the public the fullest and most complete information regarding the affairs of government as is compatible with the conduct of governmental business.

What is a “governmental body?”

Generally, all campus committees that are created by statute, rule, or official act, and subunits thereof, must be considered governmental bodies to which the Open Meetings Law applies. In order to determine whether a university committee is a governmental body, one must look at the origin of that committee. If the committee was created by state statute or university rule or order, it is governed by the Open Meetings Law. On the other hand, if the committee is not formally constituted by an official act and was created to assist with an administrative function, it is likely not a governmental body and is not required to comply with the Open Meetings Law.

Examples of governmental bodies on this campus include, but are not limited to: the Faculty Senate; the Academic Staff Assembly; committees created (including search and screen committees) by Faculty Policies and Procedures and Academic Staff Policies and Procedures; academic departments and executive committees; and departmental, college, or campus-wide committees (ad hoc or standing) created by resolution or order of the Regents, the faculty, or the academic staff.

Committees required by federal statute or rule, such as human subjects committees and animal care and use committees, must also be considered to be governmental bodies to which the law applies.

Examples of administrative committees that do not meet the definition of governmental bodies and are not, therefore, governed by the Open Meetings Law include, but are not limited to: ad hoc or standing committees created by university officials to advise them as administrators; graduate examination committees; post-tenure review committees; and departmental committees that are not created by legislation or formal action.

What is a "meeting?"

The Open Meetings Law defines a meeting as "the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power, or duties delegated to or vested in the body." That is, whenever the members of a governmental body convene for the purpose of carrying out official business, the Open Meetings Law applies and such business, unless specifically exempted in the law, must be transacted in open session. If one-half or more of the members of the body are present, the meeting is rebuttably presumed to be for the purpose of carrying out official business. However, social or chance gatherings and conferences, which are not intended to avoid the requirements of the law, are specifically excepted from the open meetings requirements.

No member of a governmental body may be excluded from any meeting of such body, nor may the member be excluded from any meeting of a subunit of such body unless the rules of the body specifically so provide.

What is an "open session?"

An open session as required by the law is a meeting which is held in a place reasonably accessible to members of the public and open to all citizens at all times. An open session provides members of the public with the opportunity to observe, but not to participate in, the business of the governmental body. The right to observe an open session includes the right to record the meeting by any means, provided that the manner of recording does not interfere with the conduct of the meeting or the rights of the participants. Although the right of the public to participate in an open session is not required, the public notice of a meeting may provide for a period of public comment, during which the governmental body may receive information from members of the public.

A meeting that is subject to the Open Meetings Law may be held by telephone conference call as long as a conference telephone speaker is reasonably accessible to the public and the proper notice has been given. However, electronic mail may not be used as a substitute for a meeting. A presiding officer may not send a proposal out to the members of a govern-

What are the procedures for holding a closed session?

The following steps must precede every closed session:

1. The governmental body must first give appropriate notice and convene in open session;
2. A motion must be made that the body convene in closed session. The motion should state the nature of the business to be considered in closed session;
3. The presiding officer of the body must (1) announce that if the motion passes, the body will convene in closed session, (2) state the nature of the business to be considered in closed session, and (3) cite the relevant legal provision authorizing the closed session (see above);
4. The contents of the announcement must be recorded in the minutes of the meeting;
5. The motion must be passed by a majority vote of the members present. The vote of each member must be ascertained and recorded in the minutes.

Only business relating to the matters stated in the presiding officer's announcement may be taken up during the closed session. A governmental body may not convene an open meeting, go into closed session, and then reconvene in open session, unless the notice of the meeting specifically so provided.

Ballots, votes, and records

No secret ballots may be used to determine any election or other decision of the govern-

GUIDELINES FOR RESPONDING TO PUBLIC RECORDS REQUESTS

F A

www.wisc.edu/legal/legalservices/PubRecordsReq.pdf

These Guidelines are intended to provide basic information concerning the Wisconsin Public Records Law in order to assist departments and units of UW–Madison in responding to requests for access to university records. The office of Administrative Legal Services is available to provide more specific legal guidance whenever required or desired. Please call the office at 263–7400 whenever you have any questions or you are faced with an issue that is not directly addressed in these Guidelines.

Public Policy

In its most general terms the Wisconsin Public Records Law provides that any requester may inspect and/or copy any record that is not specifically excepted by some provision of state or federal law. … The denial of public access generally is contrary to the public interest, and only in an exceptional case may access be denied.

Notice Posting

The law requires the posting of a notice containing a description of the methods whereby the public may obtain information and access to records. A copy of the notice recommended for such use at UW–Madison may be obtained by contacting Administrative Legal Services.

The Requester

A request may be made by any individual, except a person incarcerated in a state, county, or municipal correctional facility or a person committed to a mental health facility for violation of various criminal statutes. … No request may be denied because the person making it is unwilling to be identified or state the purpose of the request. In the event that you are made aware that the request is being made by the news media, as a matter of institutional policy, please contact the Office of University Communications to make them aware of the request.

The Request

Requests for records may be either oral or written. A requester need not use specific language. … The law also provides that every request must reasonably describe the record or information requested.

When You Receive a Request

When a request for records has been received, the following analysis is recommended:

1. **Does the request seek a "record" that exists and is being kept by the university or any of its departments or units?**
   … The term "record" for these purposes is defined as "any material on which written, drawn, spoken, visual or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by an authority." The term further includes, but is not limited to, handwritten, typed or printed pages, maps, charts, photographs, films, recordings, tapes (including computer tapes), computer printouts and optical disks. There is no requirement that an office

faced with a request create a record by extracting or compiling information from existing records into a new format. However, if information that is requested is kept electronically, the custodian of that information may be required to print it out in a form that is comprehensible to the requester.

2. Does the request seek material that is not a "record?"
   The law provides that "record" does not include drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials which are purely the personal property of the custodian and have no relation to his or her office. … Such materials need not be produced, even when specifically requested.
3. Is there any statutory basis for denying the request? (Please consult with Administrative Legal Services prior to denying any request.)
   The law provides some specific exceptions to the public records law. [One exception is]
   - identities of applicants for public positions, if the applicant has indicated in writing a desire for confidentiality, but not if the applicant is one of the finalists for the position

   There may be additional exceptions provided by law. Please consult with Administrative Legal Service, if you have any questions.
4. Is there any other basis for denying the request? (Please consult with Administrative Legal Services prior to denying any request on this basis.)
   … if it is determined, based upon all available facts and circumstances at the time of the request, that the public interest in keeping a record confidential outweighs the public's right to have such access, inspection of the records may be denied.

Responding to the Request

A request for records must be responded to "as soon as practicable and without delay." … An arbitrary and capricious delay exposes the custodian of the records to punitive damages and a $1,000 forfeiture. Administrative Legal Services recommends that any request be responded to within ten days after its receipt.

Providing the Requested Records.

… A requester is entitled to a copy of a record. … Copying fees are limited to the "actual, necessary and direct cost of reproduction." (The normal charge for photocopying is $.15 per page.) There may be no additional charge for the labor involved in copying or redacting the records. If a request requires an extensive search, it may be appropriate to charge a locating fee, but only if the actual cost of locating the record is $50.00 or more. The fee may also include the actual, necessary and direct cost of mailing or shipping the records. A responding office may require prepayment of any fee, if the total amount of the fee exceeds $5.00.

Please call Administrative Legal Services at 263–7400 whenever you have any questions about these guidelines and compliance with the Wisconsin Public Records Law.

CONFIDENTIALITY

F I
H D

www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/cp_confidentiality.htm

The hiring process requires both confidentiality and disclosure. One of the biggest challenges of maintaining confidentiality within the search is the off-the-cuff informal comments search committee members may make to colleagues. John Dowling, Sr. University Legal Counsel, UW–Madison, recommends that to keep the process as focused and self-contained as possible, specifics of the search should not be discussed with anyone outside the search committee until finalists are announced. This is to respect and protect the privacy of candidates and to protect the committee or hiring group. Those making the selection must be free to discuss the candidates without fearing that their comments will be shared outside the deliberations. The names of candidates who have requested confidentiality should not be brought up even in casual conversations. This information should be held confidential in perpetuity, not just until the search is over.

Mariamne Whatley, Associate Dean, and Chair of the Equity And Diversity Committee, School of Education, says a UW–Madison search was derailed because of an offhand comment at a national conference which quickly spread through the grapevine. The Virginia Tech Faculty Search Manual includes several examples of confidentiality breaches including this one:

> At a prestigious New England college, a committee member discreetly raised for discussion a widely-shared doubt about an internal candidate; another member leaked that "negative statement" back to the candidate, with the result that the member's candor reaped in return the bitter, enduring enmity of a circle of faculty colleagues (some of whom were neighbors).
> www.eoaa.vt.edu/faculty_search/fsm16.html

Since June 1992, the university has been required by law, (Sec.19.36 (7) Wisconsin Statutes) to provide information upon request on all searches involving unclassified (faculty, academic staff, and administrative) positions. See "Access to Names of Nominees and Applicants" in the School of Education's "Tips for Search Committees," and the list on the next page.

Continued on next page.

Disclosure of Candidate Information *(Continued from previous page)*

[illegible]	Names, titles or occupations, and addresses of all final candidates and any other nominees and applicants who do not object in writing, to disclosing their identity.
[illegible]	Within two business days after the application deadline or within two business days of the request, whichever date is later.
[illegible]	One alphabetized list of names (also titles/occupations and addresses) of all final candidates and any others who did not object to revealing their identity. List should not be separated into finalists, candidates, etc.
[illegible]	Any person or organization can request and receive this information according to the law.
[illegible]	1. A statement informing applicants that their names may be made public if they are finalists, or if they do not request confidentiality, will appear on the PVL and must be added to all announcements of the vacancy 2. Applicants, when informed that their application has been received should be advised of this law and provided the opportunity to indicate, in writing, if they do not wish to have their identity revealed. Candidates should also be told about disclosure of finalists' names. 3. Once the list of finalists and applicants who did not object to revealing their names has been furnished to a requester, other applications cannot be accepted without establishing and publicly announcing a new (secondary) deadline. Application language such as "or later when a suitable candidate is found" is no longer acceptable.

Common views on diversity in hiring—and some responses

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 diversity alone. 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.

"We have to focus on hiring the 'best.'"

True. But what is the best? If we do not actively recruit a diverse pool of candidates, how will we know we have attracted the best possible candidates to apply? What are the criteria for the "best?" What is "best" for the department? The university? The students? Diverse faculty members will bring new and different perspectives, interests, and research questions that can enhance knowledge, understanding, and academic excellence in any field. Diverse and excellent faculty members can help attract and retain students from underrepresented groups. Diverse faculty members can enhance the educational experience of all students—minority and majority. Interacting with diverse faculty offers all students valuable lessons about the increasingly diverse world in which we live, and lessons about society, cultural differences, value systems, etc.

"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.[4] Another study examining nationwide faculty hires in Sociology in 1991–92 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."[5]

"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. The search committee, as part of its efforts to build its pool, must actively seek out qualified women and minority candidates.

Notes

4. Smith, *Achieving Faculty Diversity*, 4, 65–70.

5. Joya Misra, Ivy Kennelly, and Marina Karides, "Employment chances in the academic job market in sociology: Do race and gender matter?" *Sociological Perspectives* 42 (1999): 215–247.

"The scarcity of faculty of color in the sciences 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.[6] Only 11% of scholars of color were simultaneously recruited by several institutions, thus, the remaining 89% were not involved in "competitive bidding wars."[7]

"Minority candidates would not want to come to our campus."

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. Your college's Equity and Diversity Committee or the Equity and Diversity Resource Center can help make these connections.

Notes

6. Smith, *Achieving Faculty Diversity*, 4, 95.

7. Turner, *Diversifying the Faculty*, 16.

How to build a diverse pool of candidates

See also *Attracting a Diverse Pool of Excellent Candidates* by the UW–Madison Office of Quality Improvement and Office of Human Resource Development.
www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_diversepool.htm

1. **Develop a broad definition** of the position and the desired scholarship, experience, and disciplinary background. Narrowly defined searches may tend to exclude women or minorities because of pipeline issues. Narrowly defined searches may limit your ability to consider candidates with a different profile who, nonetheless, qualify for your position. Be clear about what is really "required" and what is "preferred." If appropriate, use "preferred" instead of "required," "should" instead of "must," etc. when describing qualifications and developing criteria.

2. **Consider including "experience working with/teaching diverse groups/diverse students"** as one of your preferred criteria.

3. **Make calls and send e-mails or letters** to a wide range of contacts asking for potential candidates. Ask specifically if they have diverse candidates to recommend.

4. **Make an effort to identify contacts who have diverse backgrounds or experiences.** Such

5. **Make lists of professional meetings, professional societies,** members of these societies, etc. and use them to recruit candidates.
6. **Call potential candidates directly** to encourage them to apply.
7. **Remember to actively involve your search committee members** and delegate specific tasks to them. For example, ask each member of your search committee to call ten colleagues and ask them to recommend potential candidates.
8. **Above all, remember that at this point your goal is to EXPAND your pool** of potential candidates. Sifting and winnowing will occur later in the process.

Dispense with assumptions that may limit your pool

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 campus—for positions as diverse as assistant professor, provost, and chancellor—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 Madison. 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 that the fit isn't a good one, 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

RESOURCES

"WRITING A POSITION VACANCY LISTING (PVL) FOR A FACULTY OR NATIONALLY RECRUITED ACADEMIC STAFF SEARCH"

[illegible] E [illegible] E [illegible]
D [illegible] C [illegible], 10/1/97
www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/pvl_attract.htm

The most important point to remember is that whatever is written on the PVL is binding!

1. Title: List all possible titles. If you list an Assistant Professor title and the top candidate is currently an Associate or Full Professor elsewhere, that person would have to be hired at an Assistant Professor level. The dean must have approved a search that would allow for hiring either at the junior or senior level; that information would have to be clearly stated in the PVL.

2. Proposed salary: Always give only a minimum salary; that information can be obtained from the chair, who would have consulted with the dean. Do not list a maximum because it cannot be changed under any circumstances. If you read the newspapers, you'll know what happens if someone is hired at a salary higher than the listed maximum.

3. Required qualifications: This is the heart of the PVL and needs to be considered carefully, especially when determining what is required and what is preferred.
   A. Degree: Make sure you don't limit the pool artificially. If you write PhD, then an EdD is not acceptable. The phrase "earned doctorate" gives most flexibility if that is what you require. If other terminal degrees are possible (MFA, for example), be sure to include those options. You also should consider carefully what area that degree should be in, so as not to limit the pool.

   B. Teaching or other school experience: Some positions, such as supervising student teachers, may require a minimum number of years of school teaching experience. If this is a requirement, state that. However, if it is not required, state "preferred." If the perfect candidate does not have the required experience, you won't be able to hire (or, if it slips by, another candidate could complain and win).

   C. In order to give the message that your department values diversity, you might use a phrase such as, "Experience in multicultural education preferred" or "Experience working with diverse populations preferred."

   D. You can include a statement such as "Evidence of potential for developing a significant research program in (field)." This may help prevent some of those totally inappropriate applications all search committees receive and will help in sorting through applications.

A job description that clearly specifies responsibilities and expectations will have many beneficial effects: it will assist the search committee to focus on candidate qualifications and to articulate its expectations; it will provide a framework through which to consistently evaluate candidates; it will allow potential candidates to determine whether they want to apply for the position; it will encourage a self-selection process among potential candidates; and will facilitate compliance with disability accommodation requirements. A well-written job description will also assist the search committee at the interview stage. Interview questions should assess an applicant's ability to perform the responsibilities assigned to the position. If the job description identifies essential job duties, all applicants, whether or not they have a disability, may be asked if they can perform those duties with or without reasonable accommodations. Finally, since interview questions ought to be job-related, they should reflect departmental expectations identified in the job description.

While job descriptions may vary widely, they usually include the following elements:

- name or title/s of the position;
- specific duties for which an individual will be responsible;
- education and experience required or desired;
- credentials;
- areas of specialization;
- duration of position (include when position begins; whether there is a probationary period; whether tenure-track or tenured; whether fixed-term or fixed-term terminal; whether appointment is for academic year or annual);
- salary range;
- deadline for receipt of applications;
- name, address, and telephone number of contact person at the University of Wisconsin–Madison;
- the office or individual to whom one reports should be included for administrative or supervisory positions; and
- reference to the fact that information regarding applicants/nominees must be revealed upon request for finalists and for individuals who did not request confidentiality in writing.

A deadline for receipt of applications is required in advertisements. The date should be viewed as a guideline by which applications should be received. Careful judgement should be exercised about accepting late applications. Any request for the names of applicants/nominees would have to be fulfilled within two days of the application deadline/s.

The job description is similar to the advertisement for the position. In an advertisement, however, you may wish to add a brief description of the University of Wisconsin–Madison. All advertisements must end with the statement, "The University of Wisconsin–Madison is an Equal Opportunity and Affirmative Action Employer." Some units have strengthened this statement to read, "Women and minorities are encouraged to apply" or "The Department is committed to the ideals and goals of affirmative action and equal employment opportunity."

RESOURCES

PLEASE NOTE that 1) all advertisements must state the following: "Unless confidentiality is requested in writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality," and 2) there are deadlines for disclosure. (For further details, please see APO Appendix 3-F in the Unclassified Personnel Policies and Procedures, which includes instructions for responding to requests for information regarding searches.)

In developing a job description, it helps to examine the requirements to be certain that they are not simply the result of traditional practices but are genuinely job-related and necessary to perform the required duties. Nothing in the job description can be discriminatory (e.g., "applicants under 30 preferred," "recent graduates preferred"). When preparing the job description, refer to the section on "Legal Basis for Non-Discrimination" (Appendix A, www.ohr.wisc.edu/polproced/srchbk/appnd/leglbasis.pdf) and Appendix F (www.ohr.wisc.edu/polproced/srchbk/appnd/AppendixF–2.html), "Employment Provisions of the Americans with Disabilities Act: UW–Madison Guidelines for Compliance" regarding the hiring process, essential functions, and reasonable accommodations.

The Equity and Diversity Resource Center, 179A Bascom Hall (263–2378), and the Academic Personnel Office, 174 Bascom Hall (263–2511), are prepared to provide you with assistance in writing a job description.

1. **Equity and Diversity Resource Center** (www.wisc.edu/edrc)
   The Equity and Diversity Resource Center (EDRC) is a unit within the Office of the Vice Chancellor for Legal and Executive Affairs. The EDRC provides leadership and education to University employees and students on principles of equity and diversity to promote respectful and supportive work and learning environments. The office coordinates campus compliance with affirmative action and equal opportunity requirements and serves as a resource for schools, colleges, divisions, and committees regarding equity and diversity issues.

2. **Equity and Diversity Committees**
   Every school, college, or division on campus has an Equity and Diversity Committee or Representative. These committees and/or representatives can provide you with valuable assistance. You can consult with them about your search and rely upon them to provide useful information to your job candidates. A list of the chairs/representatives for all schools, colleges, and divisions can be found at www.wisc.edu/edrc/committees.html#list.

3. **UW Office of Human Resources** (www.ohr.wisc.edu)
   Produces the UW–Madison Search Handbook and provides valuable information about UW–Madison and its employee benefits.

4. **UW–Madison Search Handbook: Faculty, Academic Staff, and Limited Appointments** (www.ohr.wisc.edu/polproced/srchbk/sbkmain.html)

5. **UW–Madison Office of Administrative Legal Services** (www.wisc.edu/legal/legalservices)

6. UW Provost's memo on Faculty Strategic Hiring Initiative, 2004–2005 and Guidelines for Ensuring Faculty Diversity (www.provost.wisc.edu/hiring/facshi.html)
   The Faculty Strategic Hiring Initiative provides funding, on a case-by-case basis, to assist in the recruitment of targeted minority and women faculty in areas where they are underrepresented.

7. UW–Madison "Hiring Web Site" (www.ohrd.wisc.edu/academicleadershipsupport/hiring)
   Designed by the UW–Madison offices of Quality Improvement and Human Resource Development. The section on "Academic Staff" includes valuable resources that are also pertinent to faculty searches. It is a good place to start looking for answers and advice.

8. UW College of Engineering—"Useful Information for Faculty Search Committees" (www.engr.wisc.edu/faculty/uw-only/searchcommittee.html)
   Much of the information on this site will be helpful for searches in any of the sciences.

Please note: Before adopting any advice supplied by off-campus organizations, we recommend that you consult with an appropriate campus resource/official to check that your actions are consistent with UW–Madison policies and procedures. Appropriate resources might include: the UW–Madison Office of Human Resources (www.ohr.wisc.edu), your school/college's Human Resources Department, the Equity and Diversity Resource Center (www.wisc.edu/edrc/), and the UW–Madison Office of Administrative Legal Services (www.wisc.edu/legal/legalservices).

1. The Minority and Women Doctoral Directory (www.mwdd.com/index.asp)
   A "registry that maintains up-to-date information on employment candidates who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States. The current edition of the directory lists approximately 4,500 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities." The entire directory is very expensive, but you can reduce costs by purchasing rosters for specific disciplines. For ordering information see: www.mwdd.com/employers/ordering/order_form.asp.

2. CIC Directory of Women in Science and Engineering
   (www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering)
   The Committee on Institutional Cooperation (CIC) WISE Directory aims to assist colleges, universities, and other potential employers to recruit women in the sciences, engineering, and mathematics. "The WISE Directory is open to women Ph.D. candidates and recipients in the sciences, engineering or mathematics from a CIC university. Potential employers may search the directory by disciplinary field."

3. CIC Directory of Minority PhD, MFA, and MLS Candidates and Recipients
   (www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates)
   The Committee on Institutional Cooperation (CIC) *Directory of Minority PhD, MFA and MLS Candidates and Recipients* is published online in an effort to increase the professional

opportunities of minority graduate students and to aid colleges, universities, and other potential employers in the recruitment of highly educated underrepresented minorities. "The Minority Directory is open to American Indian, African American, Mexican American, Puerto Rican and other Latina/Latino students in any field. Asian American students in humanities and social sciences are also eligible. All applicants must be U.S. citizens who have completed their PhD, MLS, or MFA degrees within the next year at one of the CIC member universities."

4. The Association of American Colleges and Universities (www.aacu-edu.org/issues/diversity/)
   The AAC&U provides national leadership on issues of diversity in higher education. This Web page lists research and resources relevant to campus diversity initiatives.

5. American Association of University Professors (www.aaup.org)
   Recommendations for increasing diversity of faculty
   (www.aaup.org/statements/Redbook/AARDPLAN.HTM)
   Diversity & Affirmative Action in Higher Education
   (www.aaup.org/Issues/AffirmativeAction)
   "This page lists documents describing the Association's policies and ongoing work on these issues" and provides links to other pertinent information, such as:
   How to Diversify Faculty: The Current Legal Landscape
   (www.aaup.org/Legal/info%20outlines/legaa.htm)
   Sources on the Educational Benefits of Diversity
   (www.aaup.org/Issues/AffirmativeAction/aaedbene.htm)

6. Association of American Medical Colleges (www.aamc.org)
   Diversity Initiatives: Supporting Medical School Faculty and Administration
   (www.aamc.org/diversity/initiatives.htm#faculty)
   This Web page provides information on various diversity initiatives offered by the AAMC.

7. NSF, Science and Engineering Doctorate Awards: 2003
   (www.nsf.gov/sbe/srs/nsf05300/htmstart.htm)
   This annual report, based on results from the NSF's Survey of Earned Doctorates, provides data on the number and percentage of women and minority Ph.D. recipients in the 12-month period ending on June 30 of each year. Other NSF Reports which may be of similar value to search committees include:
   Doctoral Scientists and Engineers: 2001 Profile Tables
   (www.nsf.gov/sbe/srs/nsf04312/start.htm)
   Characteristics of Doctoral Scientists and Engineers in the United States: 2001
   (www.nsf.gov/sbe/srs/nsf03310/start.htm)

1. The Affirmative Action Register (www.aar-eeo.com)
   "The national EEO recruitment publication directed to females, minorities, veterans, and disabled persons as well as to all employment candidates."

2. The Chronicle of Higher Education (chronicle.com/jobs)

3. **Black Issues in Higher Education** (www.blackissues.com/BIHEInfo.asp)
   "Published every two weeks, *Black Issues In Higher Education* is America's preeminent news magazine for professionals in higher education. *Black Issues In Higher Education* is distributed to every college and university in the United States. Subscribers include university presidents, deans, professors, researchers, student services directors, admissions counselors as well as students, librarians, human resources and affirmative action officers. *Black Issues* is especially well received on the campuses of the nation's community, junior and technical colleges. It also reaches many professional associations, corporations, military installations and other groups and individuals concerned with minority participation in higher education."

4. **Hispanic Outlook in Higher Education** (www.hispanicoutlook.com)
   "*The Hispanic Outlook in Higher Education* is published 26 times a year. It is the sole Hispanic journal on today's college campus that reaches a broad cultural audience of educators, administrators, students, student service and community-based organizations, plus corporations. Each edition brings forth the significance of communication in academic circles, the importance of positive learning experiences, the contributions of both Hispanic and non-Hispanic role models, and constructive observations on policies and procedures in academia. Working with an influential editorial board made up of accomplished academic professionals, *HO* presents progressive feature articles that provide constructive discussion of issues confronted by Hispanics on the college campus."

This listing concentrates on databases for women and minorities in science and engineering; fields in which women and minorities are especially underrepresented. Professional societies in other areas may also maintain similar databases or postings. We recommend contacting the p

4. Society of Women Engineers
   Maintains a résumé match/job match service. Subscribed employers can post job announcements, and job candidates can post résumés. For more information see www.swe.org and click on “Career Center.”

5. Association of Women in Mathematics
   “The AWM Web site receives over 10,000 visitors per month…and these visitors are primarily female mathematicians and statisticians, both students and practitioners.” Open positions can be advertised on the Web site and links to job announcements can be posted. For details and pricing see www.awm-math.org/ads/guidelines.html.

6. COACh—Committee on the Advancement of Women Chemists

RESOURCES

One often hears the remark that the pool of women or minorities in a specific discipline is meager or even nonexistent. While certain fields may not have large numbers of women and minorities, there is no field in which they are unrepresented. Advertising only in the traditional publications will often result in a homogeneous applicant pool of traditional candidates. The committee should look for ways to publicize the position in a manner that will bring it to the attention of qualified women and minority candidates. All positions are advertised on campus by the posting of Position Vacancy Listings, as well as nationally via the Internet (www.wisc.edu/ohr)—select "Employment Opportunities," then "Position Vacancy Listings." A search committee will also wish to consider:

1. Advertising the position in the *Chronicle of Higher Education* (1333 New Hampshire Avenue, N.W., Washington, D.C. 20036, phone (202) 466–1050).
2. Advertising the position in the *Affirmative Action Register* (8356 Olive Boulevard, St. Louis, Missouri 63132. Telephone numbers: (314) 991–1335, (800) 537–0655, FAX (314) 997–1788).
3. Advertising the position in *Black Issues in Higher Education* (10520 Warwick Avenue, Suite B–8, Fairfax, Virginia 22030. Telephones: Advertising Department (703) 385–2981 FAX: (703) 385–1839).
4. Advertising the position in appropriate professional publications and job listings.
5. Sending the job description to selected academic departments or administrative units at other institutions.
6. Contacting minority Ph.D. candidates listed in the CIC Directory.

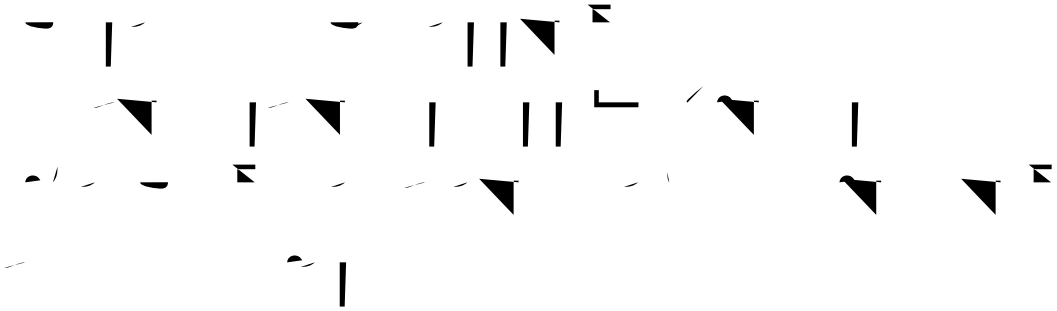
The "Unclassified Personnel Policies and Procedures," Chapter 3.04, deals with placing newspaper advertisements (www.ohr.wisc.edu/polproced/UPPP/0304.htm).

To enlarge the pool of candidates, a search committee must consider advertising in a variety of other publications and contacting a variety of professional organizations. Many publications and organizations advertise faculty and administrative positions for women and minorities. Advertising in appropriate publications and contacting relevant organizations will not only help to enlarge the pool of candidates but will also convey the commitment of the department and institution to recruit women and minorities. A list of some publications and organizations can be found in Appendix H (www.ohr.wisc.edu/polproced/srchbk/Recruitment Re.doc).

In addition to advertising a position in a variety of publications, making direct contact with academic departments and professional organizations and colleagues is an effective method of expanding your search. The direct and personal approach to recruitment is one of the most successful practices for identifying candidates. Departments are urged to:

1. Encourage faculty and staff who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts for present and future positions. They can provide institutions and potential candidates with general information about the UW–Madison, which may be obtained from the Office of Publications and the Equity and Diversity Resource Center. They should be encouraged to solicit curricula vitae from promising candidates.

12. Contact the Equity and Diversity Resource Center for assistance. Utilization analyses and availability estimates for women and minorities appear in the UW–Madison Affirmative Action Plan, which is prepared annually by the Equity and Diversity Resource Center. Copies of the plan are available from that office. In addition, copies of the Faculty Hiring Report are distributed annually to all academic departments. This report provides availability estimates, goals, and a 5-year history of appointments to tenure and tenure-track ranks. Reports on recruitment, promotion, and separation are also provided to deans/directors annually.
13. Inform alumni publications at universities where women and minorities are well represented, of available positions.
14. Consider contacting the affirmative action office at other universities. Some maintain lists of women and minorities at their institutions who are looking for academic employment elsewhere.
15. If your department is developing plans for creating an endowed chair, consider the possibility of recruiting an eminent scholar whose interests lie in women's issues and minority students. This may, in turn, attract other women and minorities to your department.
16. If women and minorities are underrepresented nationally in your discipline, aggressively recruit women and minority graduate students so that the pool of candidates will be greater in the future.[2] A department may wish to lobby in appropriate professional organizations and within confederations such as the Committee on Institutional Cooperation to develop a national strategy to attract women and minority students into the field.
17.



Influence of unconscious assumptions and biases (pp. III: 2–4)

Examples of common social assumptions/expectations
Examples of assumptions that can influence the evaluation of candidates

Although we all like to think that we are objective scholars who judge people based entirely on merit and on the quality of their work and the nature of their achievements, copious research shows that every one of us brings with us a lifetime of experience and cultural history that shapes our evaluations of others.

Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways

- The ability of women or minorities to run a research group, raise funds, and supervise students and staff may be underestimated. (*Recall assumptions about leadership abilities.*)
- Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of merit, despite evidence of productivity. (*Recall studies of the influence of population generalizations on evaluation of an individual.*)
- Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation. (*Recall students' choice of counselor.*)
- The professional experience candidates may have acquired through an alternative career path may be undervalued. (*As examples, latecomers to a field may be more determined and committed; industrial or other nonacademic experience may be more valuable for a particular position than postdoctoral experience.*)
- Other possible biases, assumptions, or unwritten criteria may influence your evaluation. (*Some examples include holding a degree from a prestigious research university, recognizing the names of the candidates, and/or recognizing the name of or knowing the references provided by the candidates. Such candidates are not necessarily the most qualified. Be sure that such factors don't serve to disadvantage highly qualified candidates, especially candidates from diverse backgrounds.*)

Please discuss the potential influence of unconscious assumptions and biases with your search committee—brochure provided.

[illegible]

- Learn about research on biases and assumptions.
- Discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Spend sufficient time (15–20 minutes) evaluating each applicant.
- Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or postdoctoral program.
- Be able to defend every decision for rejecting or retaining a candidate.
- Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.

References

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Heilman, Madeline E. 1980. The impact of situational factors on personnel decisions concerning women: Varying the sex composition of the applicant pool. *Organizational Behavior and Human Performance* 26:386–395.

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Meet with your search committee to discuss and agree in advance on the criteria to be used in evaluating candidates. Note that:

- Relatively broad criteria not tied to specific experience or narrow specialty will generally lead to a more interesting "long short list" and leave room for "targets of opportunity."
- A candidate might bring interesting strengths or attributes to the department other than those originally sought. If such cases appear, it is advisable to reevaluate and possibly modify the review criteria.
- It is also advisable to periodically evaluate your criteria and their implementation. Are you consistently relying on the criteria developed for the position? Are you inadvertently relying on unwritten or unrecognized criteria? Are you inadvertently, but systematically, screening out women or underrepresented minorities?

Conduct the review in stages, with the first stage confined to the construction of a "long short list." This should retain **all potentially interesting candidates**, and not just those regarded initially as the top candidates.

STAGE 1: Creating the "long short list"

If you have a large pool of candidates, it may be difficult for all members of the search committee to thoroughly review all the candidates. In such a situation, consider assigning specific review responsibilities to members of the committee, consistent with the sizes of the committee and the pool of candidates. To generate the "long short list":

- Ask all the members of the committee to review, even if briefly, all applications as they come in to get a sense of the possibilities. *(Some search committee chairs recommend including a sign-in sheet in each candidate's file on which search committee members can indicate that they have briefly reviewed the file. Others also keep a checklist in each file to track receipt of required application materials. Some prefer to keep a master checklist for all candidates. See sample forms on pp. IV: 5–11.)*
- Divide the task of thoroughly evaluating the qualifications of each candidate amongst the search committee. Try to make sure that each candidate receives a thorough and in-depth review from at least two, and preferably more, members of the committee, and that each committee member is responsible for thoroughly evaluating the qualifications of a manageable group of candidates.
- Warn your committee about how much time reading and evaluating the candidates' files will take. Inexperienced or busy committee members may otherwise put off reading the files until it is too late to do a thorough evaluation. **Most search committee chairs recommend devoting at least 15–20 minutes per applicant.** *(Some search committee chairs find it helpful to provide a form that committee members can use to keep track of their evaluations; others prefer to let committee members devise their own methods for evaluating and comparing candidates. See sample form on p. IV: 11.)*

- Advise your reviewers to concentrate on selecting **all potentially strong candidates** in their review group regardless of their personal preferences. In cases of doubt, advise the reviewer to retain a candidate for review by the entire committee.
- At subsequent meetings decide how long the "long short list" should be and construct the "long short list" by having the reviewers present their conclusions.
- Evaluate your "long short list" before finalizing it. Are qualified women and underrepresented minorities included? If not, consider whether evaluation biases or assumptions have influenced your ratings.
- The selection of the "short list" of candidates for interviews should be conducted at a later meeting, scheduled to allow committee members sufficient time to thoroughly review the strengths of the candidates on the longer list.

STAGE 2: Selecting a "short list" of candidates to interview

This is likely to be the most difficult part of the review process, since committee members will inevitably have different perspectives or preferences with respect to the open position. Search committee chairs should think of ways to handle the delicate issues that can arise. Many successful search committee chairs recommend the following:

1. **To get the review off to a good start, with the entire committee willing to consider all candidates objectively:**
   - Review your objectives, criteria, and procedures.
   - Emphasize that the committee represents the interests of the department as a whole and, in a broader context, the interests of the entire university.
   - Remind the committee that the deans will expect the search committee chair to make a convincing case that the review was thorough and handled fairly. Some committee members may otherwise want to start with only their favorite candidates, and to argue against others without considering them objectively.
   - Remind the committee that increasing the diversity of the faculty is an important criterion to consider in choosing among otherwise comparable candidates.
2. **To make sure that diversity is considered seriously:**
   - Remind the committee of possible inadvertent biases or assumptions before starting. If necessary, review the brochure *Reviewing Applicants: Research on Bias and Assumptions*.
   - Require uniform application of standards in retaining or dropping candidates on the original list.
3. **To handle the mechanics of selecting the short list efficiently and systematically:**
   - Have **all members of the search committee** thoroughly review and evaluate the applications of those selected for the "long short list."
   - Remind your committee members to devote at least 15–20 minutes to the evaluation of each applicant.
   - Consider evaluating applicants on several different rating scales—one for teaching ability, one for research potential, one for mentoring potential, etc. Discuss the relative importance of different criteria.

- Schedule subsequent meetings to allow search committee members sufficient time to con-

Please note that the forms on the following pages are intended only as samples.

You may choose to use, modify, or ignore these forms according to your needs or preferences.

These forms were adapted from the following sources:

Pribbenow, Dean. 2002. *Improving the interview and selection process.* Madison, WI: Office of Quality Improvement, UW–Madison.

Bensimon, Estela Mara, Kelly Ward, and Karla Sanders. 2000. *The Department Chair's Role in Developing New Faculty into Teachers and Scholars.* Bolton, MA: Ankar Publishing Co.

Checklist for application materials for individual applicants

Some search committee chairs recommend including a form such as this one in a folder created for each applicant. Most search chairs recommend that a single form to track the application materials for all candidates supplement or replace this form for individual applicants.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant name_____

Evaluator/s _____

The applicant has submitted the following materials by the due date:

Cover letter addressing qualifications _____

Curriculum vita/résumé _____

Three letters of reference _____

University transcripts _____

Other _____

Checklist for ALL applicants

Most search committee chairs recommend using a single form to track the application materials for all candidates.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant Name	Cover Letter Addressing Qualifications	Curriculum Vita or Résumé	3 Letters of Reference			University Transcripts

Checklist for communicating with applicants

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant Name	Date Application Received	Date Letter of Receipt Sent	Decision on Status			Date Letter of Status Sent	Interview Scheduled	Final Decision		Date Letter of Final Decision Sent
			Not Qualified	Qualified but not selected as Finalist	Selected as Finalist			Hire	Don't Hire	

Sample letters for communicating with applicants regarding the receipt and status of their application can be found in the UW Search Handbook, Appendix I (www.ohr.wisc.edu/polproced/UPPP/APX04C.pdf).

Sign-in sheet for evaluation of applicants

Search committee chairs who use this type of form recommend keeping one in each applicant's folder.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Applicant's name _____

Search Committee Member's Name	**Brief Evaluation:** Signature and Date	**Complete Evaluation:** Signature and Date

At least two search committee members should perform a thorough and complete evaluation of each candidate.

Sign-in sheet for evaluation of candidates on the long short list

Search committee chairs who use such a form recommend keeping it in each applicant's folder.

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs.

Search Committee Member's Name	Complete Evaluation: Signature and Date

All search committee members should perform a thorough evaluation of every candidate on the "long short list."

[illegible]

For developing the “long short list”

Please note that this form is intended as a sample only. You may choose to use, modify, or ignore it according to your needs

CAUTION: If completed forms such as this are publicly shared in search committee meetings, they become part of the official record and are subject to the Public Records Law (see pp. I: 11-12). Chairs who use such forms recommend offering them to search committee members as one method of keeping track of their individual evaluations of candidates. If individual search committee members use or adapt a form such as this as a means of taking private notes to remind them of their evaluation of each candidate and do not publicly share this document, it does not become part of the public record.

I = Inadequate A = Adequate G = Good E = Excellent

	I	A	G	E
Education: PhD in relevant area of study				
Postdoctoral experience				
Teaching experience				
Research experience				
Publication history				
Service				
Experience working with/teaching diverse groups including women and underrepresented minorities				
Recommendation letters				

Particular strengths this candidate offers:

Concerns this candidate presents:

SECTION 3.00 RESPONDING TO APPLICANTS

www.ohr.wisc.edu/polproced/srchbk/sbkch3.pdf

3.01 Responding to dossiers

A thank-you letter should be sent promptly to all applicants upon receipt of their materials. This letter should state that unless confidentiality is requested in writing, information regarding the applicants and nominees must be released upon request; finalists cannot be guaranteed confidentiality. It may also contain information about the search committee's time frame, since candidates will undoubtedly be anxious to know when they will be hearing about possible interviews. Additional information, e.g., papers or publications or a statement on his or her philosophy of education, may also be requested at this time (Appendix I, sample letter #1, www.ohr.wisc.edu/polproced/UPPP/APX04C.pdf). In addition, applicants should be asked to complete the Affirmative Action Data Questionnaire and return it to the Equity and Diversity Resource Center (Appendix M, www.wisc.edu/edrc/forms/aadq.pdf).

3.02 Evaluating candidates

Although evaluation procedures vary, the search committee may want to either develop a rating form based on job-related criteria or keep the notes that the search committee generates. A rating form may consist of a series of job-related questions or issues that the committee believes are crucial to the position. Written comments reflecting the judgment

It is not difficult to get a committee to agree that it should hire the best candidate.

3.03 References

Some candidates will ask their references to submit letters on their behalf; some will simply list the names and addresses of references willing to be contacted.

It is often advisable to state in the advertisement for the position that letters of reference should be sent directly to the chair of the search committee. The committee is not obligated to write to all the references submitted by the candidate; it may choose to contact only those whom it believes have the most pertinent information. When writing to a reference, it is advisable to send a copy of the position description along with whatever questions concerning the candidate's experience, qualifications, and accomplishments the search committee wishes the individual to address. The reference should be informed that the recommendation will be treated confidentially only if he/she requests confidentiality in the reference letter.

If the search committee wants additional information or if the timeline is brief, telephone recommendations may be obtained. This is a valuable means of obtaining information about a candidate, for members of the search committee are able to cover issues and explore areas that are of interest to them. Specific job-related questions should be developed for the telephone interview. Occasionally, references will prefer not to respond by telephone.

You may not ask questions of a reference which you are not permitted to ask of the candidate at an interview (refer to Appendix J, www.ohr.wisc.edu/polproced/srchbk/appnd/approptable.html). Please note that previous employers are often unwilling to give referrals to prospective employers for fear of negligent referral. In these cases, previous employers may do one of the following:

- Get a legal release of liability;
- Give no information; or
- Give only limited information, such as the employee's title, dates of employment, and salary.

In giving references, a previous employer should give only truthful and job related information about an employee, which includes anything in an employee's personnel file that is signed by the employee. However, it is the prospective employer's obligation to investigate, not the previous employer's obligation to reveal information. To obtain meaningful references, prospective employers should:

- Get the basics: verify dates of employment, type of work done, job title, earnings, honesty, who the applicant worked for; and
- Get information on job-related characteristics the prospective employer is interested in, such as: honesty, integrity, work ethic, reliability, etc.

- Convince the applicant that references will be checked by stating so in the application and at the interview. Ask the applicant about his or her eligibility for rehire, quality of work, attendance, and what his or her previous employer will say about the applicant. Notes should be taken during the conversations with a candidate's references so that a written record of the conversation may be placed in her or his folder.The search committee may request general personal and work references not relating to race, color, religion, gender, sexual orientation, national origin, disability, or age. If there are select individuals whom the committee would like to contact about the candidate's qualifications, it may inform the candidate of its wishes. It is not necessary, however, to have the candidate's permission to make such calls. All questions asked and issues raised must, as with all references, be job-related and similar for all candidates. In addition, this information cannot be "off the record" or held confidential.

Occasionally, members of a search committee will receive unsolicited calls about a candidate. When this happens, it is advisable to ask the caller to restrict his or her remarks to job-related issues. The names of individuals who have provided information about a candidate to the search committee should be retained.

- Allow the hiring department to determine whether candidates possess the knowledge, skills, abilities, and other attributes to be successful at UW–Madison.
- Allow candidates to determine whether UW–Madison offers the opportunities, facilities, colleagues, and other attributes necessary for their successful employment.

Keep **both of these aims** in mind as you plan what to do **before**, **during**, and **after** the actual interviews to ensure an effective interview process and to enhance the quality of the overall hiring process.

Some general resources include:

-

If, despite your efforts to ask each candidate all the questions you believe will be relevant to your evaluation, your committee finds itself evaluating one candidate on the basis of a response to an issue not raised with the remaining candidates, consider follow-up telephone conversations with the remaining candidates to solicit their responses and provide your committee with the ability to make comparisons.

3. **Be sure all interviewers are aware of what questions are inappropriate.**
   See pp. V: 7–9 or the following links:
   www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_questions.htm
   www.ohr.wisc.edu/polproced/srchbk/appnd/Approptable.html
   www.ohr.wisc.edu/polproced/srchbk/appnd/tipsonintervwg.html

4. **Consider who will interview the candidates.** Discuss how to raise interviewers' awareness of potential for bias and prejudice. Discuss how to make sure that interviewers will not ask inappropriate questions. Discuss how to obtain and evaluate interviewers' feedback.

5. **Determine the interview structure and schedule.** Be sure to provide breaks for the candi-

- References to information from the UW–Madison Equity and Diversity Resource Center
  www.wisc.edu/edrc
- References to information from the UW–Madison Office of Child Care and Family Resources
  www.housing.wisc.edu/occfr
- Information about UW–Madison's Dual Career Couple Program
  This program helps find employment in the faculty, academic staff, or classified staff for the spouse or partner of a new faculty member, regardless of the sex of the partner or spouse.
  www.provost.wisc.edu/hiring/spousal.html
- Information about Faculty Mentoring Programs (Women Faculty Mentoring Program)
  www.provost.wisc.edu/women/mentor.html

Examples of the types of information that can be included are provided by:

- The School of Education (printed on pp. V: 12–13)
  www.ohrd.wisc.edu/academicleadershipsupport/hiring/docs/
  School of Education Informational Packet.doc
- The College of Engineering (printed on pp. V: 14–16)
  www.engr.wisc.edu/faculty/prospective_emp.html

11. **See also the UW–Madison Hiring Faculty Web site** for the following items relevant to interviewing:

- Advice on preparing for the interview (printed on p. V: 6)
  www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/
  mp_questions_prepare.htm
- Advice on the logistics of arranging for interviews (printed on p. V: 10)
  www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_logistics.htm
- UW School of Education's checklist for candidate interviews (printed on p. V: 11)
  www.ohrd.wisc.edu/academicleadershipsupport/hiring/docs/CANDCHCK.DOC

1. **Follow the plan established** before the interview process and allow enough time for the interviews.
2. **Remind interviewers of what questions are inappropriate.** Also remind them that the same questions that are inappropriate for formal interviews are also inappropriate at meals, social events, and other informal gatherings.
3. **Consider distributing a list of "inappropriate questions"** to all faculty members and interviewers shortly before candidates' visits.
4. **Make candidates feel welcome and comfortable.** It is critical to treat all candidates fairly and with respect. If you have reason to believe an interviewer may be hostile to hiring women and/or minorities, don't leave the candidate alone with this interviewer. If a candidate is confronted with racist or sexist remarks, take positive and assertive steps to defuse the situation.

5. **Encourage all faculty members to attend candidates' talks/lectures.** This is an important part of making candidates feel welcome and respected.
6. **Remind interviewers and faculty members to treat each candidate as a potential colleague** and stress that in addition to determining the candidates' qualifications for the position, you want every candidate to conclude their visit with a good impression of the UW–Madison and its faculty. Point out that candidates who are not treated with respect and dignity can do lasting damage to a department's reputation by informing others of how they were treated.
7. **Allow sufficient time** for follow-up questions, candidate questions, and breaks.
8. **Remind interviewers to complete evaluations.**

1. **Meet with your search committee as soon as possible** after the completion of the interviews.
2. **Follow the agreed-upon process for making hiring decisions**—evaluate candidates for their strengths and weaknesses on specific attributes.
3. **Review the materials for Element III—Raise awareness of unconscious assumptions and their influence on evaluation of candidates.** Consider whether any such assumptions are influencing your evaluation of final candidates.
4. **Check references following an agreed-upon format.** If phone calls are made, draw up a common set of questions to ask in all telephone interviews.
5. **Communicate with both successful and unsuccessful candidates in a timely manner.**
6. **Decide how to proceed if your top candidate turns you down.**

PREPARE FOR THE INTERVIEW

F ***I***
H ***D***
www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_questions_prepare.htm

All members of the interview team at this stage should clearly understand the criteria that will be used to evaluate the applicants.

1. Read the résumés ahead of time and write your thoughts on them. Use question marks where you want more info.
2. Formulate questions and write them down before the interview.
3. Ask the same questions of each applicant applying for the job. (Variations would occur with the specific backgrounds of each applicant and variations in a person's method of answering the questions.)
4. It is important to be a good listener, not only to learn the most you can about the person, but undivided attention of the interviewers will make the applicant feel more at ease and open up.
5. Don't look impatient or bored. Don't play with paper clips, rubber bands, pencils, etc.—the applicant will tense up and not respond with information you might be looking for.
6. Do not take extensive notes. This will make the applicant tense up and stop talking. If you think of a question, just jot down a quick word or two to remind you of what popped into your head and then continue to listen. Record your thoughts and evaluate the applicant right after the interview and then use those for discussion and ranking of the candidate while he or she is fresh in your mind.
7. Phrase questions in such a way that will lead the applicant to do most of the talking. Keep questions short and direct. If the applicant gets off the point of the question (gently) lead them back on to it.
8. Don't ask questions that can be answered with a simple "yes" or "no"; and don't ask leading questions that telegraph the answer you want, e.g. "We have a team approach here … how do you feel about that?"

Compiled by Bruce Hellmich, Assistant Dean, School of Human Ecology, UW–Madison, 2002.

INTERVIEW QUESTIONS

F I H D

www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_questions.htm

Bruce Hellmich, Assistant Dean, School of Human Ecology, advises interviewers to avoid asking “demographic” questions either in the formal interview or in informal conversations with candidates.

Avoid asking questions about:

1. Race
2. Ethnicity
3. Religion
4. Age
5. Gender
6. National Origin
7. Sexual Orientation
8. Disability Status
9. Ancestry
10. Creed (belief system)
11. Marital Status and Children
12. Arrest or Conviction Record (unless pertinent to position)
13. Guard or Reserve Status

RESOURCES

LOGISTICS FOR INTERVIEWS

F I
H D

www.ohrd.wisc.edu/academicleadershipsupport/hiring/acad_staff/mp_logistics.htm

Consider these elements

1. Clarity as to whether candidate's expenses will be reimbursed and/or whether direct billing will be used.
2. Airline tickets?
3. Hotel reservations? (state rates)
4. Transportation between airport, hotel and campus?
5. Campus parking?
6. Individual and group meals and hospitality?
7. Who will greet the candidate?
8. How do we ensure that candidates don't run into each other?
9. Tour of the department, office, campus?
10. Refreshments for candidates and committees?
11. What printed information do we wish to furnish regarding the campus, city, state?
12. What do we need to tell the candidate about the interview activities, schedule, set-Hnnspor10.

CHECKLIST FOR CANDIDATE INTERVIEWS

F E E D C

www.ohrd.wisc.edu/academicleadershipsupport/hiring/docs/CANDCHCK.DOC

The following is a list of reminders for you as you prepare to interview a candidate for your faculty position:

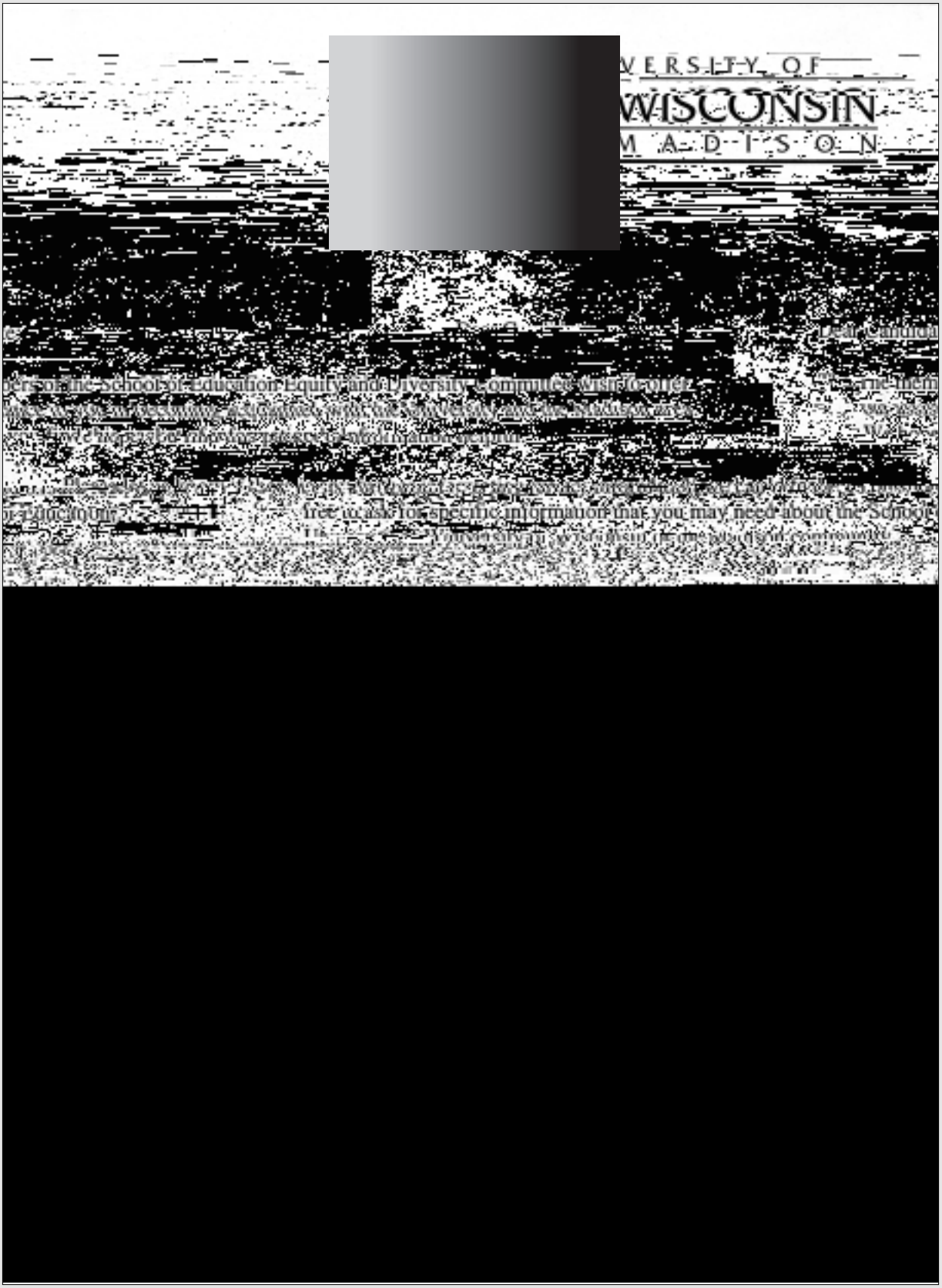
1. Have you provided the candidate with information (publications, bulletins, etc.)?
   Your department
   School of Education
   Graduate School
   University of Wisconsin
   Madison
2. Have you asked the candidate if there are specific people (or people representing specific groups) they would like to meet during their stay in Madison?
3. Have you informed the candidate about reimbursement policies r

UNIVERSITY OF WISCONSIN–MADISON SCHOOL OF EDUCATION INFORMATIONAL PACKET

www.ohrd.wisc.edu/academicleadershipsupport/hiring/docs/
School of Education Informational Packet.doc

- Letter from Chair of Equity & Diversity Committee (see sample on following page)
- Governance Information
- Office of Campus Child Care Quick Resource Guide for Child Care Services
- Web Sites of Interest
- UW–Madison Facts
- Schools and Principals by Attendance Areas
- Where to Find Your Schools
- PROFILE: Madison and Dane County, WI
- Supplement to Profile for Madison and Dane County, May 2002
- Madison Area Real Estate Firms & Services
- Faculty Development and Support Programs
- Visitor Guide, Campus Map, and Walking Tour booklet from Campus Information and Visitor Center from www.visit.wisc.edu/centers.html#1
- *On Wisconsin* (alumni magazine)
- *Official Visitors Guide: Madison: Lake.City.Lake* from www.visitmadison.com

Note: Information on Dual Career Couples is provided by the search committee only to final candidates in the interview. www.provost.wisc.edu/hiring/spousal.html.


VERSITY OF
WISCONSIN
MADISON

RESOURCES

USEFUL INFORMATION FOR NEW AND PROSPECTIVE EMPLOYEES

F C E

www.engr.wisc.edu/faculty/prospective_emp.html

The benefits of living in Madison are too numerous to capture on a single Web site, but the following links offer an introduction to a few of the resources, organizations, and events available in the Madison and Dane County area. For information about services and opportunities available on campus, see www.engr.wisc.edu/faculty/.

Child care

- City of Madison Accredited Child Care Programs
  www.ci.madison.wi.us/commserv/ChildCarPgm.pdf
- Community Coordinated Child Care
  www.4-c.org
- Office of Child Care and Family Resources
  www.housing.wisc.edu/occfr

Cultural events and resources

- Community Events
  www.thedailypage.com/going-out/theguide
- Cultural and Ethnic Groups
  www.madison.com/communities/category.php?id=4
- Dane County Community Organizations
  www.danenet.wicip.org/danenet/commorg.php
- Multicultural Student Center & Organizations
  wiscinfo.doit.wisc.edu/msc/msc
- Student Organizations in the College of Engineering
  studentservices.engr.wisc.edu/research/organizations.html

Disability access and resources

- Equity Diversity Resource Center
  www.wisc.edu/edrc/disability
- Waisman Center
  www.waisman.wisc.edu
- Waisman Center Clinical Services
  www.waisman.wisc.edu/cedd/csufr.html
- Waisman Parent-Infant and Early Childhood Programs
  www.waisman.wisc.edu/cedd

Employee benefits

- Employee Benefits Booklet
  www.bussvc.wisc.edu/ecbs/bng-ben-book-toc-uw1378.html
- Employee Information
  www.bussvc.wisc.edu/ecbs/emp-info.html
- Family-Related Leave Policies
  www.ohr.wisc.edu/polproced/fambroch.pdf

Madison, Wisconsin

- Answer Book
  www.madison.com/answerbook
- At Home in Madison
  www.athomein.com
- City of Madison Recognition
  www.ci.madison.wi.us/awards.html
- Community Pages
  www.madison.com/communities/index.htm
- Dane County Community
  www.danenet.wicip.org/danenet/commorg.php
- General Information about Madison
  psc.wi.gov/aboutus/employment/aboutmadison.htm
- Hotels
  www.greatermadisonchamber.com/visitor_info/accommodations.php
- Moving to Wisconsin
  www.wisconsin.gov/state/core/moving_to_wisconsin.html
- Restaurants
  www.greatermadisonchamber.com/visitor_info/restaurants.php
- Shuttles/Taxis (Travel in Madison)
  www.co.dane.wi.us/airport/ground_transport.asp
- Top 10 Reasons for Living in Wisconsin
  www.wisconsin.gov/state/core/living_in_wisconsin_top10.html
- Travel to Madison
  www.visitmadison.com/visitorinfo
- Weather
  www.co.dane.wi.us/airport/weather.asp
- Welcome to Madison's Neighborhoods
  www.ci.madison.wi.us/neighborhoods

Maps

- Greater Madison Area
  www.engr.wisc.edu/lists/maps/madison.html
- University of Wisconsin–Madison Campus
  www.fpm.wisc.edu/map
- UW–Madison College of Engineering
  www.engr.wisc.edu/lists/maps/

Schools

- Dane County Public Schools
  danenet.wicip.org/danenet/education.php
- Madison Metropolitan School District
  www.madison.k12.wi.us
- Wisconsin School Performance Report
  www.dpi.state.wi.us/dpi/spr

Sexual orientation

- Campus LGBT Resources
  tps.studentorg.wisc.edu
- Committee on Gay, Lesbian, and Bisexual Issues, University of Wisconsin–Madison, Report to the Faculty Senate, April 1997
  tps.stdorg.wisc.edu/TPS/facultysenate
- Lesbian, Gay, Bisexual, Transgender (LGBT) Campus Center (primarily for students)
  lgbcc.studentorg.wisc.edu/index.htm
- Sexual Orientation Policy
  www.wisc.edu/edrc/laws.html#ten

Religious and spiritual life

- Campus Religious Organizations
  soo.studentorg.wisc.edu/sooform/search/pages/organiza.asp?CategoryID=8
- Madison Area Interfaith Network
  danenet.wicip.org/mainlink/links.html
- Religious Scene Diverse (article)
  www.madison.com/features/answerbook/pdf/04_dane_county.pdf (page 109)

Spousal/partner hiring and benefits

- Dual Career Couple Program (for spousal and partner hires, including same-sex partners)
  www.provost.wisc.edu/hiring/spousal.html
- Domestic Partner Benefits
  wiscinfo.doit.wisc.edu/acstaff/cebc/uwsystem.html
- Faculty Strategic Hiring and Mentoring
  www.provost.wisc.edu/hiring/facshi.html
- UW–Madison Coalition for Domestic Partner Benefits
  my.execpc.com/~Edross/pol/uwdp/uwdp.html

SECTION 4.00 INTERVIEWING CANDIDATES

www.ohr.wisc.edu/polproced/srchbk/Sbkch4.pdf

4.01 Campus visits

When the pool of candidates has been narrowed to a small group of individuals in whom the search committee is seriously interested, some may be invited to visit the campus.

At this point, a decision needs to be made as to whether interviewing expenses will be paid. Considerations may be given to partial reimbursement, but all candidates must be given the same reimbursement consideration.

Before the candidate arrives, a detailed and thorough agenda should be established. This will include the individuals and groups the candidate will meet, facilities to be visited, and faculty or staff who will escort the candidate from place to place. One person should be designated as the primary host or hostess for the visit.

The agenda should be sent to the candidate or shared with him or her at the outset of the visit. All members of the sear

If an escort meets the candidate, that person should be prepared for the visit. One should, for instance, know how to pronounce the candidate's name and should have reviewed his or

date. One should also examine the questions to make sure none will have the effect of screening out or discouraging women or minorities. A patterned interview of this type has the beneficial effect of minimizing unconscious biases. Time should also be allotted for the candidates to ask questions of the committee.

Since candidates are generally concerned about time frames, they should be informed of the date by which they will next hear regarding the search.

As part of the interview process, candidates often meet with members of the department, the department chair, appropriate administrators, and deans. To obtain the maximum benefit from these interviews, the committee should circulate to all individuals with whom the candidate will meet, his or her dossier, a copy of the job description, and a copy of the interview schedule. The search committee should also inform administrators in advance if it wishes to receive evaluations from them, as well as specific areas that it wishes to have explored. A dean, for instance, may be asked to assess a candidate's research record or to comment on the scholarly potential of a candidate. Such suggestions will give a focus for interviews as well as provide vital information for the selection process.

The department chair or administrator should review with the candidate the criteria and procedures for promotion, the salary considerations and medical and fringe benefits, and the policies regarding tenure, if a faculty appointment is involved.

When women or minorities visit the campus for interviews, they may find it reassuring to have a chance to visit privately with other women and minorities at the university so they will not feel that they will be isolated if they accept a position here. Time should be set aside for that purpose. Of course, they will have a chance to meet women and minorities in the unit to which they are applying, but there is no need to limit them to individuals in that field. The Equity and Diversity Resource Center can assist in arranging meetings with others on campus or in the larger community.

In many instances, a search committee will wish to set aside a block of time for the candidate to meet informally with faculty, staff, and students. Such occasions are intentionally unstructured so that the candidate can become acquainted with the new candidate. It is in pre-

the candidate at the airport and returning him or her there, reserving meeting rooms, preparing schedules and itineraries for search committee members and the candidate, arranging social events, making hotel reservations, arranging for meals, and reimbursing for travel expenses and any incidental costs (refer to “Travel Regulations,” UW-System Financial Policy and Procedures Paper FPPP #36, Section XIX, www.uwsa.edu/fadmin/fppp/fppp3619.htm).

4.02.03 Campus visits

Make sure that you have not overlooked any questions, and encourage the candidate to suggest anything that might expand on or clarify his or her training and experience. Tell applicants your schedule for filling the position. You should also feel free to tell them how many vacancies exist or are expected in the near future, how many candidates are being interviewed, and how and when you will communicate your employment decision.

If you have any questions about the interview process, call the Academic Personnel Office or the Equity and Diversity Resource Center.