

## University of Pittsburgh Office of the Provost

### Building a Diverse and Excellent Faculty through Effective and Inclusive Faculty Searches

The *Plan for Pitt* states that the University of Pittsburgh “aspire(s) to be a university that embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve.” Each time we recruit a faculty member, we have an opportunity to advance this goal by recruiting individuals who also embody diversity and inclusion as core values.

Considerable research has been conducted about search processes, including research related to implicit and unconscious bias. For information, visit the University of Pittsburgh’s [Recruiting an Excellent and Diverse Faculty: Resources for Faculty Search Committees](#) or the material on the Office of the Provost website about implicit bias (<https://www.provost.pitt.edu/faculty/recruiting-retaining-and-recognizing-faculty/implicit-bias>). See also the resources offered through the Office of Diversity and Inclusion (<http://www.diversity.pitt.edu>), in particular the resources for search committees (<https://www.diversity.pitt.edu/affirmative-action/search-committee-resources>).

Drawing from these resources, the Office of the Provost has developed a checklist reflecting best practices for ensuring a fair and robust search process that promotes diversity and excellence across the faculty.<sup>1</sup> The checklist should be completed and signed by the members of the faculty search committee.

For Provost-area schools, the completed checklist must be included in the packet of information submitted by the dean, campus president, or ULS director to the Office of the Provost along with the *Request to Negotiate*, or as an accompaniment to the *Faculty Recruiting and Equal Employment Opportunity Information (FREEO)* form,<sup>2</sup> **prior** to entering into negotiations with a faculty candidate.

For schools of the Health Sciences, the completed checklist should accompany appointment paperwork submitted to Faculty Records for all full-time faculty appointments.

---

<sup>1</sup> A recent article provides an excellent overview of recruiting processes and detailed recommendations. See “Recruiting Diverse and Excellent New Faculty,” by Abigail J. Stewart and Virginia Valian, *Inside Higher Ed*, July 19, 2018, <https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>.

<sup>2</sup> The FREEO form replaces the Affirmative Action Summary form in the revised OTP process for reviewing and approving faculty recruitment requests.

## Checklist for Faculty Search Committees

For each item below, please check “yes” or “no” to indicate whether the search committee has taken the relevant action. Related details and/or explanations should be included in the search committee report.

	Yes	No
Have the search committee members participated in training about search processes in the past year, for example, training in recognizing and mitigating implicit bias?		
Did the search committee include members from underrepresented groups?		
Did the search committee actively engage in a discussion of the desired composition of the applicant pool, for example, that the applicant pool include at least 25% underrepresented minorities?		
Did the search committee develop a search plan for broadening and diversifying the applicant pool?		
Did the search committee enhance the pool of applicants by actively recruiting to encourage applications from excellent and diverse candidates?		
Did the search committee establish and document evaluation criteria prior to the evaluation of the applicants?		
Did the search committee prepare for interviews of semi-finalists and finalists by discussing appropriate interview questions? This should include a discussion of illegal interview questions, as well as a determination of appropriate behavioral questions to evaluate search criteria. Specific guidance can be found in <a href="#">Recruiting an Excellent and Diverse Faculty: Resources for Faculty Search Committees</a> .		
To ensure that applications are fully considered, did search committee members spend at least 20 minutes reviewing each semi-finalist and each finalist application?		
To ensure that all opinions were heard and considered, was each search committee member required to present and discuss their assessments of the applicants during search committee meetings?		
Did the search committee utilize the Faculty Candidate Evaluation Sheet to assess and rate candidates on agreed-upon criteria, both at the semi-finalist and finalist stages? A template evaluation sheet is provided below and in <a href="#">Recruiting an Excellent and Diverse Faculty: Resources for Faculty Search Committees</a> .		
Did the group of finalists include at least one individual from an underrepresented group?		

Signatures:

\_\_\_\_\_  
Search Committee Chair (date)

\_\_\_\_\_  
Search Committee Member (date)

\_\_\_\_\_  
Search Committee Member (date)

\_\_\_\_\_  
Search Committee Member (date)

\_\_\_\_\_  
Search Committee Member (date)

\_\_\_\_\_  
Search Committee Member (date)

**University of Pittsburgh**  
**Office of the Provost**

**Sample Faculty Candidate Evaluation Sheet**

*The following template offers a method for providing evaluations of job candidates for faculty positions. It is meant to be a template that faculty search committees can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.*

Candidate's Name: \_\_\_\_\_

Please indicate which of the following are true for you (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Read candidate's CV                        | <input type="checkbox"/> Met with candidate                      |
| <input type="checkbox"/> Read candidate's scholarship               | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Attended candidate's job talk           |
| <input type="checkbox"/> Other; please explain:                     |  |

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

<b>Please rate the candidate on each of the following criteria:</b>	Excellent	Good	Neutral	Fair	Poor	Unable to judge
Potential for (evidence of) scholarly impact						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Potential for (evidence of) effective classroom teaching						
Potential for (evidence of) alignment with department's priorities						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to be a conscientious university community member						
Potential (demonstrated ability) to teach and supervise diverse undergraduates*						
Potential (demonstrated ability) to attract and supervise diverse graduate students*						
Potential (demonstrated ability) to mentor diverse students*						

\* Diversity is an institutional priority and featured in the *Plan for Pitt* as one of six institutional goals. Appropriate and legal questions to ask about diversity could include items such as:

- Please describe how you have worked (would work) to create a campus environment that is welcoming, inclusive, and diverse.
- Describe how as a faculty member you (would) function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- What opportunities have you had to work and collaborate in diverse, multicultural and inclusive settings?

Other comments?

*Source: Template adapted from a similar document from the University of Michigan*