



UNIVERSITY OF
DETROIT MERCY

Build A Boundless Future



DETROIT MERCY
POLICIES AND PROCEDURES
HANDBOOK FOR
FACULTY AND ADMINISTRATOR
POSITION SEARCHES

This document was last revised on 12/6/2021. It is a result of the collaborative efforts of the Academic Leadership Team (ALT) and the McNichols Faculty Assembly (MFA). The policies and procedures outlined in this HANDBOOK were piloted during the 2021-2022 academic year.

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I. INTRODUCTION

Faculty and administrator position searches will focus on recruiting and hiring candidates who exemplify excellence in research, teaching, and service; embrace University of Detroit Mercy as a Catholic university in the Jesuit and Mercy traditions; contribute to the university's mission to provide excellent student-centered education in an urban context; and enhance the intellectual and cultural diversity of the university.

University of Detroit Mercy recognizes that diversity is a core institutional value that adds to our central mission. Attracting, hiring, and retaining a diverse faculty and administration enhances our educational excellence and promotes an inclusive environment for students, faculty, and staff.

All search committee members must review these guidelines and follow their recommendations to promote a diverse workforce and recognize and recruit outstanding colleagues. In addition, qualified candidates from the Sisters of Mercy and the Society of Jesus should be sought. Human Resources will post all job ads with the Association of Jesuit Colleges and Universities (AJCU) and the Conference for Mercy Higher Education (CMHE).

1) Equal Employment Opportunity (EEO)

It is the policy of the University of Detroit Mercy to provide equal opportunity to all employees and applicants for employment. The University will not discriminate in employment on the grounds of race, color, religion, ancestry, national origin, age, sex, height, weight, marital status, sexual orientation, veteran status, medical condition or disability. This policy applies to all terms, conditions and privileges of employment including recruitment, hiring, placement, employee development, promotion, transfer, compensation, benefits, discipline and termination. Additionally, all other University programs such as training, social and recreational programs will be conducted in a nondiscriminatory manner. An employee or applicant who feels that he or she has been subjected to any type of employment discrimination or feels that he or she has witnessed employment discrimination should report the incident(s) to the Director of Human Resources.

2) Detroit Mercy Mission & Jesuit and Mercy Institutional Traditions

University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A Detroit Mercy education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

Jesuit universities are always seeking to diversify their student populations and create equitable and inclusive academic environments. At the faculty level, these goals require meaningful changes in a) who teaches (i.e., the makeup and culture of the faculty), b) what is taught (i.e., curricular foci), and c) how teaching is done (i.e., through Ignatian Pedagogy and various approaches to community-engaged learning). With their roots in a spiritual tradition, Jesuit universities are compelled to address historical exclusion based on race, gender, sexual

orientation, disability, or other identities – and the faculty have an irreplaceable role in assuring that academic life reflects this commitment.

A Mercy institution of higher education stands within the lineage of the Catholic intellectual tradition in its pursuit of truth and integration of knowledge for the common good. It participates in the Church's mission under the sponsorship of the Institute of the Sisters of Mercy of the Americas through the ministry of education, giving tangible evidence to its mission through ongoing teaching, scholarship and service. It demonstrates the values of mercy, justice and compassion as communicated through the traditions of the Sisters of Mercy. These common characteristics are uniquely given expression within each campus community. The Critical Concerns of the Sisters of Mercy encompass a special concern for women, immigrants, nonviolence, the earth, and anti-racism.

3) Diversity, Equity, and Inclusion in Recruiting and Hiring Faculty and Administrators

Detroit Mercy is committed to recruiting and hiring a diverse workforce and is guided by the University's mission statement and Jesuit and Mercy Institutional traditions. A diverse faculty serves the needs of a diverse student body and a diverse administration seeks to create and maintain equitable and inclusive academic environments.

One of the Characteristics of Jesuit Higher Education (2021) "calls on us to examine our policies and procedures in detail and with honesty, in order that the institution manifests in its dealing with all members of the community the care and respect they deserve. It asks us to review policies and procedures not only for their compliance with civil law and best practices of management in mind, but also in accord with the prescriptions of Catholic social teaching. We should then ask ourselves the following: How are openness and responsiveness evidenced in the institution in its commitments to equity and inclusion; to the elimination of racial, gender and other biases; and to promoting policies that demonstrate care for our common home? How does the University demonstrate transparency about its Jesuit, Catholic mission in its hiring processes, and how are those tasked with hiring prepared to invite candidates into that mission?"

The policies and procedures included in this document are a direct response to:

- How are openness and responsiveness evidenced in the institution in its commitments to equity and inclusion and to the elimination of racial, gender and other biases?
- How does the University demonstrate transparency about its Jesuit, Catholic mission in its hiring processes and how are those tasked with hiring prepared to invite candidates into that mission?

II. Search and Hiring Process

The procedures described in this document are to be followed for every faculty or administrator search. It is the responsibility of the Dean/Supervisor and Search Committee Chair to ensure that each step is followed and documented on the appended checklist.

1) Obtain an Authorization to Hire

a. Faculty

All requests for faculty positions are reviewed by the Provost and Vice President for Academic Affairs (VPAA) in consultation with the Dean/Supervisor of the applicable college/school/unit. Position requests may also be reviewed by the Provost/VPAA in consultation with the Vice President for Finance. In requesting an authorization to hire, the Dean/Supervisor or appropriate designee will provide the Provost/VPAA with:

- a completed Authorization to Hire form
- a written justification for the initiation of a search

After the authorization to hire has been granted and details of the position and membership of the search committee have been finalized, the Dean/Supervisor or appropriate designee will forward the information to Human Resources for them to post the position to the University's online recruitment system.

b. Administrator

Requests for administrative positions are reviewed by the appropriate Vice President, Provost and Vice President for Academic Affairs or President depending on the reporting line. After the authorization to hire has been granted and details of the position and membership of the search committee have been finalized, the relevant supervisor or appropriate designee will forward the information to Human Resources for them to post the position to the University's online recruitment system.

2) Convene and Charge the Search Committee

Upon receiving approval for hiring a new faculty member or administrator, a Search Committee and Search Committee Chair are identified by the Dean/Supervisor and Department Chair, where applicable.

Careful selection of the search committee membership is integral to a successful process. Members of the search committee should include those willing to be open-minded, patient with the process, and self-reflective. The University is committed to inclusive search efforts; therefore, committee members need to be able to engage in a process that will produce a robust, diverse, and inclusive pool of qualified candidates. In addition, search committee members are required to engage in Search Committee Training that requires additional time commitment.

a. Composition of the Search Committee

- i. Faculty and Administrator Search Committees must include individuals who have broad perspectives and a commitment to diversity. The Search Committee membership must be as diverse as possible, including members who identify as female and members who identify as being from an underrepresented racial or ethnic minoritized group. Membership from search to search should rotate, so that multiple individuals serve in this capacity. Note that gender diversity cannot take the place of ethnic diversity. Committee membership can include faculty, staff, or administrators.
- ii. The Dean/Supervisor may choose to recruit Search Committee members from outside of the department/college/unit. Expanding membership on the committee provides an opportunity for a broader perspective and may assist in diversifying the candidate pool.
- iii. In searches for key upper level administrative positions, the search committee must include a representative of the Society of Jesus or Sisters of Mercy.
- iv. The Committee should include at least one trained *Search Advocate*. Search advocates will rotate on search committees to avoid overcommitment.
- v. The list of the Search Committee members must be sent to Human Resources with a request to grant members access to online applicant materials.

b. Charging the Search Committee

Before the search commences, the Dean/Supervisor initiating the search must meet with the Search Committee to:

- i. Review the goals of the search and any special criteria or expectations about the search process (e.g. some schools/colleges/units may require a Strategic Recruitment Plan to help address underrepresentation);
- ii. Discuss the importance of conducting a fair, legal, and inclusive search and opportunities to create a diverse and competitive pool of applicants;
- iii. Instruct all members of the Search Committee to read this “Policies and Procedures for Faculty and Administrator Searches” document and inform them that they must complete the Search Committee training on implicit/unconscious bias before reviewing applicants;
- iv. Instruct the committee to read the mission statement and familiarize themselves with the Mission web pages and their implications.
- v. Review prohibited interview topics/questions, as listed in applicable sections of this document.

3) Develop the Position Announcement

Communicating institutional commitment to diversity is an important part of the hiring process. In developing the position announcement, keep in mind that this is the first tool in attracting the most diverse, competitive pool of candidates. Consider eliminating unnecessary qualifications and/or broadening teaching and research areas (for faculty positions) to attract a larger pool of applicants.

a. Required University Statement

All position announcements must include the following statement:

“Michigan's largest, most comprehensive private University, the University of Detroit Mercy is an independent Catholic institution of higher education sponsored by the Sisters of Mercy and Society of Jesus. The University seeks qualified candidates who will contribute to the University's mission, diversity, and excellence of its academic community. University of Detroit Mercy is an Equal Opportunity Affirmative Action Employer with a diverse faculty and student body and welcomes persons of all backgrounds.”

b. Proactive Diversity Language

It is recommended that Search Committees include proactive language in their job ads to highlight their commitment to diversity and inclusion. For example:

- i. “The college is especially interested in qualified candidates who can contribute, through their research, teaching, and service, to the diversity and excellence of the academic community.”
- ii. “The department is committed to increasing the diversity of its faculty. We welcome nominations of and applications from anyone who would bring additional dimensions to the university’s mission of providing excellent, student-centered education, including women, members of minority groups, veterans and individuals with disabilities.”
- iii. “The department seeks to recruit and retain a diverse faculty as a reflection of university mission and our commitment to providing excellent, student-centered education for our diverse student body.”

c. Solicit a Diversity, Equity, and Inclusion Statement from Applicant

It is strongly recommended that search committees solicit and evaluate a diversity, equity, and inclusion (DEI) statement as part of application materials. For the DEI statement, applicants should be asked to reflect upon past experiences and potential future contributions to teaching and mentoring students with a wide range of academic and social backgrounds. Strong

applicants will have a record of commitment to diversity, equity, and inclusion in research, teaching, service, and/or community engagement.

d. Required Position Announcement Content

All position announcements must include the following:

- i. Minimum requirements, including terminal degree, years of experience, etc.;
- ii. Primary duties;
- iii. For faculty searches, the status of the position: tenured, tenure-track, clinical track or non-tenure track;
- iv. Start date;
- v. Instructions for application process, including materials required
- vi. Deadline for receipt of materials or language indicating that the search will be open until position is filled.

4) Active Recruitment through Position Advertising

a. General Recruiting Information

- i. National searches for tenure-track faculty will be the norm rather than the exception. National searches are preferred, but not required, for administrators.
- ii. Individual units are responsible for the expenses related to external advertising or posting.
- iii. Position announcements must be open for 30 days, or longer if possible, to ensure adequate exposure.
- iv. Departments are encouraged to use electronic job-posting services targeted toward diverse groups. Some departments choose to post ads in *Chronicle of Higher Education*, *HigherEdJobs*, *Journal of Hispanic Higher Education*, *Diverse – Issues in Higher Education*, and/or major journals in their field.
- v. The Search Committee should also reference the appended list of Suggested Advertisement Placements and Recruiting and Human Resources for help identifying appropriate venues in which to advertise the position. The committee should also include professional organizations and other networking opportunities.
- vi. All searches for full-time faculty and administrators should publicize the openings in at least one publication focused on minority/women academic professionals. Other minority publications which do not focus exclusively on academic professionals may be used in addition to, but not in place of the above.

- b. Active Recruitment: Role of Dean/Supervisor and/or Search Committee Chair
 - i. Contact Human Resources for help identifying appropriate venues in which to advertise the position.
 - ii. Identify a list of publications and/or electronic sources for posting the position. E.g. discipline specific publications or listservs.
 - iii. Identify, in consultation with Human Resources, appropriate advertising venues targeted towards underrepresented groups.
 - iv. Consult with Human Resources regarding the appropriate process for posting the position.
- c. Active Recruitment: Role of Human Resources
 - i. Consult with the Dean/Supervisor and/or Search Committee Chair about the process for posting the position, including identifying appropriate advertising venues targeted towards diverse groups.
 - ii. Post faculty and administrator job ads with the Association of Jesuit Colleges and Universities (AJCU) and Conference for Mercy Higher Education (CMHE).
- d. Recruitment of International Applicants

The Search Committee Chair should be familiar with legal obligations about posting positions that include recruitment of non-US citizens. Please check with Human Resources for the most up to date requirements.

5) Active Recruitment through Professional Networking

Networking is one of the most effective strategies for attracting successful candidates. Therefore, strategies for advertising must go beyond merely placing information in print or electronic sources. Consideration should be given to additional resources that focus on minority academic professionals and increasing awareness of opportunities for employment at Detroit Mercy.

Search Committees should consider implementing strategies to attract the strongest pool of candidates (e.g. contact colleagues from professional organizations, send job announcements to qualified individuals, make personal contacts, and communicate with minority professional organizations).

If the overall pool of applicants is determined to lack diversity the search may be failed. In that vein along with the advertisement/position description, the committee will develop an active recruiting plan and report updates on these activities to the Dean/Supervisor and/or Department Chair where applicable.

6) Develop Evaluation Criteria and Processes

The Search Committee will be responsible for conducting the formal search process, which includes reviewing and evaluating applicant materials, selecting candidates to be interviewed, inviting appropriate faculty and administrator participation, evaluating feedback from others, and recommending candidates to the Dean/Supervisor.

Prior to reviewing applicants' materials, the Search Committee must reach a common understanding of:

- i. Evaluation criteria
- ii. Materials that will be submitted for evaluation
- iii. Procedures for screening candidates
- iv. Protocol for conducting interviews (phone, virtual, and/or campus interviews)
- v. Evaluation tool for use by all individuals interviewing the candidate
- vi. Procedures for evaluating candidates' references

a. Evaluation Criteria

Evaluation criteria must be applied consistently to all applicants. The Search Committee Chair must ensure that the criteria for evaluation are carefully defined, clearly related to the position, and clearly understood and accepted by members of the committee.

As enumerated in the introduction to this document, faculty and administrator searches will focus on recruiting and hiring candidates who:

- i. Embrace University of Detroit Mercy as a Catholic university in the Jesuit and Mercy traditions;
- ii. Contribute to the University's mission to provide excellent student-centered education in an urban context;
- iii. Enhance the intellectual and cultural diversity of the University.

Additionally, faculty searches will focus on recruiting and hiring candidates who:

- i. Exemplify excellence in research, teaching, and service (for faculty);
- ii. Demonstrate an interest and ability to integrate the University's mission into teaching, research, and service;
- iii. Demonstrate an interest and ability to provide inclusive, excellent student-centered education in an urban context and contribute as a teacher-scholar to the department's strategic interests;
- iv. Enhance the intellectual and cultural diversity of the University;

In addition, evaluation criteria should include:

- i. Commitment to diversity, a core institutional value;

- ii. Qualifications for working in a diverse environment;
- iii. The ability of the candidate to teach and mentor a diverse student body.

The Search Committee may also identify **additional criteria for evaluation**, for example:

- i. Specific academic or administrative needs of the college/department/unit;
- ii. Communication skills;
- iii. Interdisciplinary or collaborative opportunities.

b. Procedures for Screening Candidates

- i. The Search Committee shall perform an initial screening to eliminate candidates who do not meet the minimum qualifications included in the position posting.
- ii. After initial screening, Search Committee members must be given adequate time to evaluate each application using the pre-established criteria. All elements of the application must be reviewed.
- iii. The Search Committee Chair must document questions asked by the Search Committee, major criteria used to select applicants, and specific reasons for rejection of candidates.

7) Ensure Diversity of the Candidate Pool

The Search Committee Chair will work with a representative from Human Resources to determine if the applicant pool is diverse.

In selecting finalists for a position in a unit that lacks one or more underrepresented groups, the Search Committee should make an effort to include *at least* one individual from the underrepresented group. Research shows that candidates are evaluated more positively when they are not the sole representative of a group.

When the committee has determined which applicants to interview, the Search Committee Chair must contact the Dean/Supervisor to discuss if the applicant pool is diverse. If there is diversity in the overall pool but none present in the interview pool, the committee may be instructed to conduct a second review to see if a member of the neglected group is suitable to be invited for an interview. A revised list of candidates may be submitted to the Dean/Supervisor. If the committee still feels that no additional candidates are acceptable, a memo is required to be sent to the Dean/Supervisor, with a copy sent to the Provost/VPAA justifying the exclusion of these candidates by comparing their qualifications to those of the candidates who have been selected. When the list of finalists is approved, the Search Committee Chair will be notified by Dean/Supervisor that they may proceed with the interviews.

If the search committee has not been able to identify a diverse group of candidates, the Dean/Supervisor in consultation with the Provost/VPAA, will determine whether the search

may be continued, re-opened, or considered failed. In the event that a search is declared unsuccessful due to the lack of diverse or qualified candidates, it is the presumption that a new search will take place no later than the next academic year and the position will not be eliminated.

8) Conducting Interviews

The best way to guard against disparate treatment, ensure sound selection procedures, and avoid unlawful discrimination is to be fair, objective, and consistent in the hiring process. Treat all candidates (including internal candidates) in the same way and avoid making assumptions based on the perceived race, gender, ethnic background, religion, marital or family status, age, disability, sexual orientation, or veteran status.

Be professional and consistent in addressing men and women. If using first names, do so for all candidates. When introducing candidates, use a similarly appropriate title for the person to whom she/he is being introduced.

ALL interview questions should be aimed at discovering what the candidate can bring to the position and to the University. To help ensure a legal and equitable interview process, please adhere to the following practices.

a. Core Questions

A consistent set of questions, in both the initial screening and on-campus interviews, will help achieve fairness in interviewing and evaluating candidates. The Search Committee should develop a set of “core questions” to ask all applicants, allowing for individualized follow-up questions.

In the development of Core Questions, consider:

- i. Interview questions should aim to discover the potential that candidates bring to the long-term objectives of the department/university.
- ii. For faculty, ask questions that assess the candidate’s qualifications for teaching, scholarship, and service within a diverse environment.
- iii. For administrators, ask questions that assess the candidate’s qualifications for leadership, strategic planning, budgeting, team building, management, fundraising, etc. within a diverse environment.

b. Questions about Working in a Diverse Environment

One way to communicate our institutional commitment to diversity, equity, and inclusion is to ask *all* candidates about their experience in this regard, at each stage of the interview process. An opening remark and sample questions are provided:

“University of Detroit Mercy values diversity among faculty, staff, and students and we have made a commitment to promoting and enhancing diversity on our campuses. We believe that

a shared commitment to teaching, research, and service within a diverse environment advances our central mission.”

Sample Interview Questions about Working in a Diverse Environment

- i. What does it mean for you to have a commitment to equity, diversity, and inclusion? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
- ii. What areas of diversity do you think you have to learn more about and how would you go about doing it?
- iii. Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence (i.e. we will have to lower our standards to achieve or accommodate diversity). How would you describe the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?
- iv. At University of Detroit Mercy, diversity, equity and inclusivity are core values. How has your experience and background prepared you to be effective in this environment with these values?
- v. Reflect upon past experiences and potential future contributions to teaching and mentoring students with a wide range of academic and social backgrounds.
- vi. In what specific efforts have you engaged to reduce bias and champion diversity understanding?
- vii. What do you see as the most challenging aspects of an increasingly diverse academic community? What have you done, formally or informally, to meet such challenges?
- viii. How would you incorporate diversity into your course offerings?
- ix. How have you worked with students and others to foster an inclusive environment and foster diversity in the classroom or on campus?
- x. How has your education or previous work experience prepared you for working with or teaching a diverse population? What are some of the current issues involving diversity, inclusion or equity in the discipline or subject area you would be teaching in or conducting research in if hired for this position? How would you address or approach these current issues in and outside of the classroom and in your research?
- xi. What is your approach to educating students about diversity? Follow-up question: Has your approach changed over time? If so, in what ways, and why?
- xii. What ideas do you have to promote the success of students from socially disadvantaged backgrounds?
- xiii. What is your understanding of the relationship between diversity and excellence? Follow-up question: In your experience, what kinds of efforts are most effective in encouraging a commitment to excellence through diversity?
- xiv. What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings?
- xv. What diversity, equity, and inclusion efforts/initiatives have you been involved in where you played a significant role – including in the community? What were the outcomes of those efforts/initiatives?
- xvi. What exposure have you had to culturally responsive pedagogical techniques and effective practices for engaging students who are diverse and/or who are historically underrepresented?

- xvii. Provide specific examples of how you have helped historically underrepresented students feel included and valued both in and outside of the classroom.
- xviii. Have you done any research involving diversity? What issues did your research involve and how did it address them?
- xix. What experiences do you have in mentoring and advising students from socially disadvantaged backgrounds?
- xx. What are some specific things you have done to further your development in cultural competency?
- xxi. How do you see yourself contributing to the recruitment and retention of students from diverse social identities?
- xxii. How will diversity play a role in shaping your teaching and research styles as a faculty member? Please provide specific ideas.
- xxiii. Describe strategies that you have learned or would use to create an inclusive learning and research environment with students from diverse social identities?
- xxiv. How will you incorporate your own social identity to help impact your work with a diverse staff and student body?

c. Questions about Mission

Questions that assess the candidate’s understanding of and potential contribution to the University’s mission must be included in the interview. If possible, these questions should be included early in the interview process. The committee may begin the mission portion of the interview by asking the candidate to discuss the mission. Consider making a request similar to this:

“After I read the University’s mission statement, please talk about areas of the mission that delight you, intrigue you, and/or distress you.”

Mission Statement: University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A Detroit Mercy education seeks to integrate the intellectual, spiritual, ethical and social development of our students.

Additional mission questions to choose from:

- i. What do you value most about the mission of the university?
- ii. How do you think your work here will contribute to the mission?
- iii. How can you help students gain an appreciation of the mission?
- iv. How do you think you can help students integrate their intellectual, spiritual, ethical, and social development? What experience do you have of doing this?

- v. Do you have any questions or concerns about any aspect of the mission?
- vi. How would you engage students in the curriculum based on contemporary social and ethical issues?
- vii. How might you incorporate the idea of the value of community and belonging in your teaching and research?
- viii. How is your scholarship and teaching informed by the social development of students?
- ix. What challenges and opportunities might you see working in a Catholic Jesuit Mercy institution in the city of Detroit?

d. Evaluating Candidates' Responses:

- i. Strong applicants will have a record of commitment to diversity, equity, and inclusion in research, teaching, service, and/or community engagement.
- ii. Strong applicants should be at ease discussing diversity, equity, and inclusion -related issues and their significance to the educational enterprise and the University's mission.
- iii. Strong applicants should be able to speak to the advantages of diversity and inclusion as well as reflect on the challenges that diverse backgrounds or perspectives may bring to the classroom or work place.
- iv. Strong applicants should show experience with and/or commitment to advancing the University's mission and diversity, equity, and inclusion efforts.

e. Prohibited Interview Topics/Questions

All time spent with the candidate, including meals and other social events, is considered part of the interview process. Questions that do not relate to the job to be performed should not be asked. For example, you may not ask about a candidate's faith, whether he or she has children, or what language they speak at home.

The following are topics about which Search Committees **should not ask** questions whether conducting interviews, reference checks, or in casual conversation. Inquiries related to these topics are not permitted because they request or allow use of information that may lead to an unfair (or illegal) decision. If a candidate raises these topics you should politely change the topic, or if necessary, refer the candidate to the Human Resources Department.

- i. Age
- ii. Arrest Record
- iii. Disability
- iv. Economic Status
- v. Gender Identity or Expression

- vi. Health
- vii. Height and Weight
- viii. Language
- ix. Marital or Family Status
- x. Military Record
- xi. National Origin/Citizenship
- xii. Organizational Affiliations (beyond professional discipline)
- xiii. Race or Color/Ethnicity
- xiv. Religion
- xv. Sexual Orientation

The Michigan Department of Civil Rights provides specific recommendations in the Pre-Employment Inquiry Guide:

http://www.michigan.gov/documents/mdcr/Preemploymentguide62012_388403_7.pdf

Information related to answers to unacceptable topics, but obtained outside the formal review process, cannot be used to evaluate or disqualify a candidate.

f. Further Guidelines: Americans with Disabilities Act

Employers cannot:

- i. Ask if a person has a disability
- ii. Inquire as to the nature of an observed disability
- iii. Inquire how an individual became disabled
- iv. Ask about any prior illnesses or medical hospitalizations
- v. Ask about the health status of family members

Employers can provide to all job candidates a copy of the job description that identifies all essential functions and ask whether the individual is able to perform all functions with or without an accommodation.

Prepare in Advance:

- i. Ensure that all portions of the application and interview process are accessible to persons with disabilities. Arrange for interviews in accessible locations and provide accessible transportation if relevant.
- ii. Communicate to all candidates that the University provides reasonable accommodations to individuals with disabilities. The following language may be used: “The University provides reasonable accommodations for persons with disabilities, both in the interview process and for its faculty, students, and staff. Should you need an accommodation, please let us know at your earliest convenience so that we may make arrangements

in advance of your interview. Please contact [name] at [phone number] or [email] with any request you might have.”

g. Reference Checks

- Prior to contacting the listed references, the committee must confirm with the candidate that references will be checked.
- The Search Committee must determine consistent “Core Questions” designed to evaluate candidates’ fulfillment of evaluation criteria.
- It is recommended that at least two members of the Committee participate in reference check telephone calls, if scheduling allows.
- Search Committee members who speak with references must prepare a written report for the committee that addresses particular evaluation criteria.

9) Arrange for Campus Visits

Following the identification of candidates for campus visits, the Search Committee Chair should extend an invitation to the finalists for campus interviews.

- a. Communication with finalists should include: (This may include sending a list of University links and/or hard copies)
- i. Pre-Interview Materials, including but not limited to:
 - University mission statement
 - University website
 - College/School/Department/Unit webpages
 - College/School/Unit Mission Statement, Strategic Plan, Accreditation Report/status, etc.
 - Office of Mission Integration webpage
 - ii. Prior to the interview, the candidates should be directed to prepare for this aspect of the interview by examining the Office of Mission Integration webpage: <https://www.udmercy.edu/about/mission-vision/office/index.php> and the link to [Living the Mission](#), which highlights Research and Scholarship, Teaching, Service and Community Engagement, and Faith & Spiritual Practice.
 - iii. A tentative schedule for the interview, including individuals (name, title and/or department) and groups with whom the candidate will meet;
 - iv. Expectations for travel, e.g. candidate makes own reservations and is reimbursed;
 - v. Contact information for the Search Committee Chair;
 - vi. Accommodations for disabilities. The following language may be used: “The University provides reasonable accommodations for persons with disabilities, both in the interview process and for its faculty, students, and staff. Should you need an accommodation, please let us know at your earliest convenience so that we may make arrangements in advance of your interview. Please contact the Office of Human Resources at 313.993.1036 or hr@udmercy.edu with any request you might have.”

b. Recommendations to help Organize a Successful Campus Visit

- i. Ensure that all portions of the interview process are accessible to persons with disabilities. Arrange for interviews in accessible locations and provide accessible transportation, if relevant.
- ii. Make hotel or travel reservations as needed.
- iii. Make room reservations for interview meetings and/or presentations.
- iv. Inquire whether the candidate needs audiovisual support for a presentation and arrange as needed.
- v. Arrange for the candidate to be escorted between meetings/interviews.
- vi. Include a tour of the campus and/or three campuses as part of the visit.
- vii. Copies of the candidate's resume/CV should be made available to anyone participating in the interview process.
- viii. All interviewers should receive a copy of the candidate's itinerary.
- ix. Where appropriate, invite students to meet with the candidate or arrange for a teaching demonstration.
- x. Create opportunities for candidates to meet with other faculty, staff, or community members who share similar backgrounds. Race/ethnicity and gender are not the only personal characteristics that may be important to consider. If a candidate mentions that s/he is particularly concerned with the availability of a community identified with a particular nationality, religion, family status, sexual identity, or other characteristic, take steps to help them meet with appropriate members of that community.
- xi. Offer all job candidates the opportunity to meet with Human Resources. The Search Committee Chair must offer all job candidates the opportunity to speak with a member of the Human Resources Department regarding questions they may have about accommodations for a disability, benefits, housing, etc. It should be communicated to the candidate that these conversations are private and will not be shared with members of the Search Committee.
- xii. Solicit feedback from everyone involved in the interviewing process, including students.

10) Concluding the Search

a. Recommending Candidates

It is recommended that in the final report to the Dean/Supervisor who initiated the search, the Search Committee will list the strengths and weaknesses of each candidate and submit an un-ranked list of candidates. However, please contact the individual who charged the committee for their preference in report style.

b. Extending Offer Letter and Contract

- i. For faculty, following a discussion with the Provost/VPAA, the Dean will contact the candidate and make an offer. The Dean will then complete and submit a Contact Request form to the Provost indicating key information that should be included in the Provost/VPAA's offer letter including rank, tenure or non-tenure track, salary, start date and any other additional terms, e.g. development or lab funds. The Dean should

also forward a copy of the advertisement, copy of the candidate's CV and summary of the search committee's recommendations to the Office of the Provost/VPAA. The Office of Academic Affairs will draft an offer letter to forward to the candidate.

- ii. For non-faculty administrators, the administrator who initiated the search is responsible for coordinating with Human Resources the appropriate process.
 - iii. All contract letters must include the following language (approved 20 Oct 93):
"Michigan's largest, most comprehensive private University, the University of Detroit Mercy is an independent Catholic institution of higher education sponsored by the Religious Sisters of Mercy and Society of Jesus. The University seeks qualified candidates who will contribute to the University's mission, diversity and excellence of its academic community. The University of Detroit Mercy is an Equal Opportunity Affirmative Action Employer with a diverse faculty and student body and welcomes persons of all backgrounds."
 - iv. Contract letters for a McNichols faculty position include standard language referencing the UDMPU contract.
 - v. All letters include standard language concerning an invitation to participate in Mission and Identity Retreats.
- c. Contacting Candidates who are not selected

Once a candidate has indicated acceptance of the position, and following a successful criminal background check when appropriate, other finalists should be notified. It is left to the Search Committee to determine the best method, e.g. telephone call from the Chair or other methods.

III. After the Search: Retention Strategies

- i. Be deliberate in welcoming new hires, providing assistance to ensure a smooth transition and enhance the probability of success in the new position.
- ii. Offer to put the new hire in touch with various people on campus and in the community, who might help with his/her transition to the institution.
- iii. Be willing to serve as a mentor and participate in formal and informal professional development activities.
- iv. Value and support networking along gender and ethnic lines as an effective way to deal with problems of isolation.
- v. Avoid placing additional "diversity" demands or expectations on minorities or women, such as extra advising or committee work.

IV. Further Assistance and Resources

- i. Resources are posted to the [Academic Affairs webpage](#) under the Hiring Faculty and Administrator tab:
 - a. Search Committee Checklist
 - b. Unconscious Bias Course/Implicit Bias Training
 - c. Trained Search Advocates
 - d. Sample Diversity, Equity, and Inclusion Interview Questions
 - e. Common Interview Questions
 - f. Template for On-Campus Visit Schedule: Faculty
 - g. Template for On-Campus Visit Schedule: Administrator
 - h. Template for Applicant Material Review by Search Committee
 - i. Sample Faculty Candidate Evaluation Form
 - j. Sample Administrator Candidate Evaluation Form

Additional Resources will be added as they become available.

- ii. Representatives from the Human Resources Office are available to assist you at any point. The Human Resources and Payroll Department can be reached at 313-993-1036.

Policies & Procedures Handbook Revision History

1/25/1999
5/26/2004
10/01/2010
12/06/2016
12/06/2021



SEARCH COMMITTEE CHECKLIST FOR FACULTY AND ADMINISTRATOR POSITIONS

To be maintained by the Search Committee Chair and shared as requested.

Search Committee Formation and Organization	
1	Search Committee and Search Committee Chair are identified by the Dean/Supervisor and Department Chair, where applicable. The Search Committee membership must be as diverse as possible, including members who identify as female and members who identify as being from an underrepresented racial or ethnic minoritized group.
2	Search committee orientation meeting with the Dean/Supervisor.
3	Search Committee Training completed by all members of the Search Committee _ Unconscious Bias Training _ Evaluating Diversity Statements _ How to develop and use evaluation criteria for applications and interviews
4	Search Committee meets to develop rules of engagement, Candidate Evaluation Criteria, and refines other documents for search using available templates.
5	The Position Announcement contains required university content, includes diversity and inclusion proactive language, and solicits a diversity, equity, and inclusion statement as part of the application materials.
6	Search Committee established a plan for advertisement and recruitment that includes where the position will be posted and how it will be communicated to others to reach a diverse body of potential candidates from a variety of backgrounds.
7	Search Committee Chair presents documents developed from steps above for Dean/Supervisor approval.
8	Milestone Check: Readiness to Place Advertisement Implement and Document Advertisement and Recruitment Plan
Search Committee Review of Applicant Materials	
9	Review Applicant Materials using pre-established evaluation criteria for application review. The Search Committee Chair maintains a log of reasons why applicants were not hired.
10	Milestone Check: Quality of Applicant Pool Dean/Supervisor reviews the quality and diversity of applicant pool based on consultation and report from the Search Committee and approves continuation of the search unless the pool is not diverse or if the pool is considered a fail (Dean/Supervisor meets with the committee to discuss next steps).
Search Committee's First Round of Interviews	
11	Committee confirms criteria to be used to select first round of interviewees (virtual interviews)
12	Committee selects candidates for virtual interviews using pre-established criteria.



13	Milestone Check: Identifying First Round Interviewees Dean/Supervisor reviews the quality and diversity of first round candidates based on consultation and report from Search Committee. Dean/Supervisor approves the continuation of the search or meets with the committee to discuss next steps.
14	Committee establishes interview agenda, set of interview questions, and communication templates for first round interviews.
15	Search Committee Chair sends communication to first round candidates to schedule virtual interviews.
16	Search Committee conducts first round interviews using the same set of core questions for each candidate.
17	Search Committee select finalists based on evaluation criteria.
18	Milestone Check: Identifying Finalists Dean/Supervisor reviews the quality and diversity of finalists based on consultation and report from Search Committee. Dean approves the continuation of the search process or meets with the committee to discuss next steps.
Search Committee's Preparation for Finalists' Interviews	
19	Committee finalizes on-campus interview schedule, responds to candidates' request for additional materials, and communicates with finalist about on-campus interviews.
20	Search Committee Chair sends candidate packets and evaluation forms to Dean/Supervisor and other Interviewers 5 business days before the interview.
21	Search Committee Chair sends communication to Finalists regarding reference checks. (Advise candidates the reference checks will be done for all candidates.)
22	Search Committee Chair performs reference checks for finalists either before or after the interviews.
23	Search Committee Chair oversees interview schedule of on-campus finalists.
24	Search Committee Chair distributes and collects finalist evaluation forms from all stakeholders who participated in interview sessions.
25	Search committee collects, digests, and deliberates using all feedback and evaluations.
Concluding the Search	
26	Search committee creates an evaluation packet for the Dean/Supervisor including all review sheets and the committee's evaluation of each finalist.
27	Dean/Supervisor contact candidate to make an offer. The Dean/Supervisor forwards the CV, Contract Request Form, and Contract Request Letter to the Provost and Vice President for Academic Affairs.
28	After offer is officially accepted, all first round and finalist candidates are notified by Search Chair that the search is completed. HR notifies other applicants.
29	Search Committee Chair submits summary of the search in a debriefing report to the Dean/Supervisor and Departmental Chair, where applicable.

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