

2.00 THE INITIAL STAGE

At the search committee's first meeting, those to whom it will report should discuss the issues facing the unit and the nature and requirements of the position to be filled. This will help the committee decide what qualifications are to be sought in a candidate.

Part of the search committee's assessment should be a review of the department's strategic plan with the chair/director to determine the goals and priorities with respect to diversity.

It is essential for the committee to discuss the kind of recruitment efforts plan that will generate a large and diverse pool of candidates that include substantial numbers of women and minorities. The checklist of recruitment and hiring procedures may be helpful (refer to Appendix M, attachment #1); however, this checklist is not a substitute for the information in this handbook. The discussion of recruitment strategies should include the placement of job advertisements. A Recruitment Efforts Plan (Appendix D) may be required along with the Position Vacancy Listing (Appendix C).

In addition, the committee may wish to discuss whether steps will need to be taken to prevent bias, prejudice, or stereotyping from intruding into the search.

The search committee is encouraged to seek the assistance of the divisional equity committee and the Equity and Diversity Resource Center in planning the recruitment. This office can provide information about hiring goals and advise on how to conduct a search that is sensitive to affirmative action issues. It can also suggest strategies for dealing with specific problems (Appendix B).

Searches that do not move forward in an orderly manner have a frustrating and negative effect on both the members of the committee and the candidates. Time lines should be established and followed. Activities for which you may wish to establish dates are:

- \$ the review (or, if necessary, preparation) of the job description;
- \$ submission of Position Vacancy Listing (Appendix C) and, if necessary, the Recruitment Efforts Plan (Appendix D) and Request for Authorization to Recruit (Appendix E);
- \$ publication of the job description; the date applications will no longer be accepted, if after
- \$ the close of nominations (if necessary);
- \$ when the committee will begin reading dossiers;
- \$ when the first screening will be made;
- \$ when interviews will take place, including visits to the campus;
- \$ when the final recommendations will be made.

It is useful to discuss at the initial meeting of the search committee how records will be kept (see Section 2.01, "Documenting the Search") and how candidates' dossiers will be

made available for committee members' review. The committee may also want to create a checklist of items that it wishes to receive from the candidate, so that the individual may be contacted if anything is missing.

Generally, all communications from the search committee should come from the chair of the committee. The various types of letters to be sent from the search committee (e.g., letters acknowledging receipt of application, letter to nominee, letter to unqualified applicant, and applicants not selected notification) should be developed early in the search process (Appendix I, samples #1, #3, #5 and #6, respectively).

Selection criteria and screening procedures should be established and agreed upon before materials from the candidates begin to arrive. Qualifications for the position and the standards for judgment by the committee should be clearly understood and endorsed by its members. The relative weight, for instance, given to publications, teaching, service, community activities, letters of recommendation, and the ability to enhance cultural diversity and richness should be thoroughly discussed at the start of the search process by the committee. The committee must also determine how reference information will be collected (e.g., letters, telephone calls, a combination of both).

2.01 DOCUMENTING THE SEARCH

Committees, hiring authorities, and principal investigators must document searches to ensure compliance with UW-Madison and U.S. Department of Labor records retention requirements. Information documenting recruitment and selection procedures should be retained for all hires. Departments, colleges, and schools must maintain records documenting the following information for a period of six years from the date the position is filled ²: information on all individuals who were hired; all individuals who were rejected; and reasons for selection or non-selection. Among the records that must be retained to do this are the following:

- \$ the names of all members of the search committee and who served as chair;
- \$ a copy of the position description and any additional forms, Position Vacancy Listing, and Recruitment Efforts Plan;
- \$ press releases and other publicity materials;
- \$ a list of colleagues and professional organizations from which nominations were solicited;
- \$ list of applicants and nominees;
- \$ candidate files, i.e., letters of application, resumes/vitae, transcripts, letters of recommendation, examples of letters sent to applicants and nominees and copies of correspondence with individual applicants and nominees;
- \$ sample letters sent to applicants;

2) For up-to-date information on retention of documents please refer to the OHR Web Page related links -retention and disposal policy.

- \$ list of interviewees and examples of questions posed in the interview process;
- \$ Affirmative Action Data Questionnaires completed and returned by applicants.
- \$ Any personal notes related to the search process (Note: retain for 2 years only).

A more extensive documentation checklist is provided in Appendix M, Attachment #7.

While search committees are not required to retain minutes of their meetings, these may prove valuable in reconstructing the search process in case a problem arises. The minutes should include the dates the committee met and the dates when contacts were made with applicants and nominees.

Within one week of sending letters notifying all unsuccessful applicants that a hire (or hires) has been made, an Applicant Data Card (ADC) must be completed and submitted to your Dean's/Director's Office. That office will forward the completed ADCs to the Equity and Diversity Resource Center. When completing Applicant Data Cards, remember to refer to:

- 1) Section 1.02, "Definitions" of the Search Handbook; and,
- 2) the Heritage Code Categories (Race and Ethnic Definitions) in Appendix L.

The UW-Madison Applicant Data Card (ADC) is used to report information about job applicants. ADCs are completed from the returned Affirmative Action Data Questionnaires (AADQ) only. These can be found in the PVL Release Packet (Appendix M). DO NOT include information regarding "employment inquiries" or "uninterested nominees" on the Applicant Data Card.

2.02 THE JOB DESCRIPTION

The job description should describe the position to be filled, including primary and secondary responsibilities as well as the required/desired preparation, qualifications, and experience. A well-written job description will attract a diverse applicant pool from which the search and screen committee can select candidates to recommend to the executive committee or hiring authority.

The job description will delineate the strategic plan of a department. As a result, it should convey the institutional commitment to breadth and diversity that ultimately enriches the climate and enhances the stature of the department and the University. For example, a department could advertise for a candidate in "labor and/or women's history," rather than simply for a labor historian. This wording might attract women who would not have applied under the more restrictive description. The profile of a position should be defined in a manner that attracts all individuals qualified to fill the vacancy.

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."

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) and Appendix F "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.

For instructional positions, it is preferable to publish or distribute job descriptions early in the academic year so that hiring decisions can be made in sufficient time to allow an individual to complete his or her institutional responsibilities and to make professional and personal plans.

As soon as a department anticipates a vacancy, it must complete a **Position Vacancy Listing (PVL)** form (Appendix C). This form is, in essence, an abbreviated job description.

- a) For tenure-track (probationary faculty) and many academic staff titles, a **Recruitment Efforts Plan (REP)** (Appendix D), must be attached to the PVL (Appendix C).
- b) For tenured faculty or any salary above the Executive Salary Group 6, **Request for Authorization to Recruit (RAR)** (Appendix E) and REP forms must be attached to the PVL (Appendix C).

These forms can be obtained from the Academic Personnel Office, 174 Bascom Hall (263-2511). Appendix G contains a series of questions to help determine whether the REP and/or RAR is required.

Upon completion, the PVL and its attachments must be submitted to the department chair for review and then forwarded to the Dean's/Director's office for final review and approval before submission to the Academic Personnel Office.

Once the Academic Personnel Office releases the PVL for open recruitment, the hiring unit is notified by phone and in writing. The minimum length of time for which position vacancy listings must be posted for open recruitment varies, depending upon the salary range of the vacancy and whether a Recruitment Effort Plan (Appendix D) is required. The

scope of recruitment required or recommended may also vary. When filling vacancies including faculty, academic staff and limited appointment positions, refer to Appendix G to determine whether an REP or an RAR is required and the minimum recruitment period and scope requirements. (See also *UW-Madison Personnel Handbook*, "Unclassified Personnel Policies and Procedures," Chapter 3.01.)

Most faculty, and many academic staff positions, require a regional, national, and/or international search effort. Recruitment efforts listed on the REP should include contacts with organizations of women and minorities in the discipline/profession and announcements in journals and newsletters of these groups. For assistance in identifying such organizations, contact the Equity and Diversity Resource Center (263-2378), or see the Resource section (Appendix H) of this handbook. Note: The recruitment efforts, except for posting the Position Vacancy Listing, are made at the department or dean's/director's level.

A department may already have employment inquiries on file, including resumes or curriculum vitae. Those individuals whose credentials seem a good fit with the current vacancy should be contacted as to whether they wish to be considered a candidate prior to adding them to the applicant pool (Appendix I, sample letter #9.)

2.03 ENLARGING THE POOL OF CANDIDATES

No part of the search process is more important than creating a broad and diverse pool of candidates. The use of hiring goals is designed to achieve greater inclusion of individuals who were previously excluded or underutilized. Hiring goals are established for each department, school or division, as appropriate, in accordance with U.S. Department of Labor regulations. The goals are determined through consultation with the appropriate Dean, Director or Department Chair.³

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 (<http://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

³) This excerpt taken from Appendix B, Myths and Realities of Equal Employment Opportunity/Affirmative Action.

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.

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.

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.
2. Establish a working relationship with departments and units at institutions with substantial numbers of women and minorities. This will allow a host of mutually beneficial activities to be undertaken, such as a sharing of research facilities and exchanges of faculty and staff. Teaching for a semester, delivering a paper, or simply making an informal visit will allow the UW-Madison staff to discuss job openings with the staff and students at these institutions.

3. Request names of potential candidates from women and minorities at the UW-Madison as well as at institutions with strong graduate programs in their discipline. These names can be put into a card file or data bank along with the names of candidates from previous searches who either did not accept an offer at the UW-Madison or who now may qualify for a position in their department. The card file or data bank should be continuously updated with new names provided by women, minorities, students, and alumni from the UW-Madison and other institutions.
4. Request women and minority caucuses within relevant professional and academic associations for the names of potential candidates, and maintain ongoing communication with these caucuses on other issues.
5. Keep national higher education associations informed of present and possible future positions. A number of such associations contain special interest groups (e.g., the American Educational Research Association has Hispanic and Black caucuses).
6. Maintain ongoing contact with professional organizations, associations, and agencies that have a job referral service.
7. Consider hiring recent women and minority graduates from your own department. This activity begins with recruiting and retaining outstanding women and minority doctoral students. Establishing postdoctoral programs for members of these groups, both from the UW-Madison and other institutions, would allow them to gain experience and to grow professionally.
8. Maintain close contact with women and minority graduates of the UW-Madison and encourage them to recommend this University to their students for both graduate training and for faculty positions.
9. Contact women and minorities who have received significant grants or professional recognition, and ask for the names of promising women and minority scholars.
10. Use a personal approach in recruiting candidates. Often outstanding potential candidates do not apply for advertised positions, but might be responsive to individual contacts. If an individual declines a nomination or does not respond to your letter of inquiry, you may wish to telephone the person to determine if his or her reasons for declining can be addressed and resolved.
11. Invite women and minority scholars from other institutions to participate in department--sponsored symposia and visiting professorships. A one-year visiting professorship to replace a faculty member who is on leave will not only assist a department in meeting its instructional responsibilities but will also strengthen the link between the department at the UW-Madison and a similar department at another institution.
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 under represented nationally in your discipline, aggressively recruit women and minority graduate students so that the pool of candidates will be greater in the future.⁴ 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. Publish statements on the department's strategic plan that include its commitment to affirmative action and discussions of affirmative action issues. These statements should be published in department newsletters or brochures that are sent to constituent groups and alumni, thereby informing them of a department's support of affirmative action goals and enlisting their assistance.

⁴) Please refer to Appendix B: Questions and Answers that Address Myths and Realities About Legal Basis of Equal Employment Opportunities and Affirmative Action®