



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.

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

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:

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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

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.

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

- 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 directing the search process.

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

- i. Evaluation criteria
- ii. Mueii. 2.18 0 TdTl9ldTl9ldTl90.001 Tw 0 -Tw 2.u4 (t)6b(:)]TJ.1 of:Td[(Mu)11 25.1 (ed[(M 1 (h)14 (

- 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

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

- 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, I was interested in your perspective on how you see your role in contributing to the University's mission. Can you discuss that with me?"

- 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?

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- 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

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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.

For non-faculty administrators, the administrator who initiated the search is responsible for coordi

SEARCH COMMITTEE CHECKLIST FOR
FACULTY AND ADMINISTRATOR POSITIONS

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.

SEARCH COMMITTEE CHECKLIST FOR FACULTY AND ADMINISTRATOR POSITIONS

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.

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