



**Indiana University – Purdue University  
Indianapolis**

**GUIDEBOOK FOR INCLUSIVE  
ACADEMIC APPOINTMENTS AT IUPUI**

**Office of Academic Affairs**

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### **Acknowledgments**

## Introduction

A central aspect of IUPUI's mission is to promote *the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity*. This guidebook is meant to assist IUPUI faculty in continuing its mission by providing valuable information, practices, and policies to ensure fair and equitable hiring and retention of diverse faculty with intersecting social identities. Search procedures that are systematic and well defined are necessary because at every step of the hiring process, structural and systemic disadvantages, overt **discrimination**, and implicit and explicit **bias** can undermine search committee efforts. It is incumbent upon campus units to understand these institutional barriers and to adopt protocols that support **inclusivity** and equity in order to attract, retain, and promote all faculty, especially, underrepresented faculty.

Driven by the understanding that **racism**, bias, and exclusion have and continue to exist across institutions of higher education, this guidebook centers the importance and benefits of diversifying faculty in the institution. The guidebook reflects how IUPUI (guided by legal and policy mandates) strives to make standard consistent practices that are **inclusive** and **equitable**. Refocusing the hiring decision-making processes on equity is central to IUPUI's mission and to sustaining change. This guidebook consists of five sections that focus on specific and important stages of the search process. Each of these sections aims to support committees in advancing an equitable hiring process through improving the effectiveness of all activities related to recruiting and hiring new faculty members.

The guidance offered here can be adapted to the needs of individual positions, departments, and units as they carry out their mission in support of IUPUI's strategic plan. By following the recommendations outlined in this guidebook, search committees can improve their chances to attract, hire, and retain highly qualified faculty that reflect efforts toward creating a more racially-and **intersectionally**-diverse professoriate.

This guidance is intended to help inform departments and units about equitable practices in the recruitment and selection of both tenure-track and non-tenure track; accordingly, it supplements the required hiring procedures and forms, housed separately on our website. Please click [here](#) to learn more about the required hiring procedures and forms.

**Diversity:** Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

**Discrimination:** Treating someone differently based on their membership in a protected class, in matters of Admissions, Employment, Education or in the programs or activities of the university.

**Bias:** Any conduct, speech or expression motivated by prejudice meant to intimidate, demean, mock, degrade, marginalize or threaten individuals based on actual or perceived identities.

**Inclusion:** An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to bring in their whole selves (and all their identities) and to demonstrate their strengths and capacity.

**Racism:** A form of prejudice that assumes that the members of racial categories have distinctive characteristics and that these differences result in some racial groups being inferior to others. Racism generally includes negative emotional reactions to members of the group, acceptance of negative stereotypes, and racial discrimination against individuals.

**Equity/equitable:** Providing resources according to the need to help diverse populations achieve their highest state of health and other functioning. Equity is an ongoing process of assessing needs, correcting historical inequities, and creating conditions for optimal outcomes by members of all social identity groups.

**Intersection/intersectionality:** The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups to produce and sustain complex inequities.

The definitions above were retrieved from The American Psychological Association's Inclusive Language Guidelines and Indiana University's Per UA-03 policy. Please click [here](#) to visit The American Psychological Association's Inclusive Language Guidelines and [here](#) to access Indiana University's Per UA-03 policy.



### I. Before the Search

#### A. School and Departmental Leadership

With the distinct ability to institute change through inclusive hiring practices, deans of schools serve a crucial role in recruiting more diverse and talented faculty. By rethinking and promoting search and hiring practices that reflect priorities in addressing gaps in diversity, equity, and inclusion, the dean sets the tone for eliminating disparities and ensuring student recruitment and success. A major challenge to increasing faculty diversity is a focus on hiring without attention to equity and inclusion. Consequently, it is imperative that search committees request and obtain training on inclusive hiring practices before any review and assessment of candidates takes place. Providing training before the search begins will ensure that committee members have a fundamental understanding of inclusive hiring practices, which are essential for a fair and thorough review and assessment of candidates.

Reconceptualizing searches as ways to address equity and inclusion, school and departmental leadership can support the unit in assessing departmental need informed by the analysis of Affirmative Action Plan (AAP) data from the Office of Equal Opportunity (OEO). Reexamining how faculty searches are viewed also supports normalizing practices such as reviewing ongoing feedback (e.g., climate survey data, exit interviews) in relation to the mission of the school. For the search committee, view of the data may assist with adjusting search and recruitment strategies as needed. Moreover, it can create opportunities for ongoing dialogue with faculty related to student recruitment and success and the importance of diverse faculty toward this goal.

#### B. Building Relationships and Pipelines

Cultivating a pool of diverse candidates is the responsibility of school and departmental leadership and of faculty. It is a process that should be viewed as an ongoing activity of building relationships and pipelines meant to attract a diverse pool of candidates. Activities meant to identify and build relationships with potential job applicants must be considered in relation to long-range hiring plans. Activities that help build relationships and pipelines include:

- Connecting with departments at other institutions known for graduating a larger number of diverse scholars.
- Making sure all members of the unit are aware of current and anticipated needs as well as of the unit's "wish list" for future hires.
- Communicating about forthcoming searches at professional conferences, particularly affinity-based conferences as well as following up with promising scholars in order to maintain ongoing relationships.
- Encouraging all members of the unit to view professional conferences and meetings as opportunities to reach out to potential faculty applicants, including those from underrepresented groups.
- Considering hosting a targeted event at your discipline's major conference that identifies opportunities for teaching, service, or outreach that directly engage issues of access and equity.
- Encouraging all members of the unit to use invitations to present lectures or seminars at other institutions as opportunities to tell advanced graduate students and post-docs about potential opportunities at IUPUI.
- Considering the unit's own seminar series or brown bags as an opportunity to invite potential future applicants to campus to introduce them to the unit and to campus allies, and to give them an opportunity to experience IUPUI firsthand.

#### C. Developing Strategic Hiring Plans

Strategic hiring plans support the unit in thinking strategically about how individual searches fit within the unit's short- and long-term goals related to research, teaching, and service. Those goals might include addressing expertise gaps among the existing faculty within the unit and/or hiring to support unit initiatives.

Organizational science literature suggests that when units do not have strategic hiring/recruitment plans or when plans exist but are not implemented, their performance suffers and they lose their competitive advantage. Furthermore, as fields evolve and markets change, units' strategic hiring plans must be revisited to respond to those changes. Thus, strategic hiring planning is an ongoing process. For strategic hiring plans to be maximally effective, they should align with the mission, vision, and values not only of the unit but also of the institution. Therefore, strategic hiring plans must have a commitment to diversity, equity, and inclusion that aligns with the Campus's mission. As a result, those candidates recruited are more likely to accept offers and be more engaged and successful in the job, knowing that their work is likely to be rewarded within the institution. Candidates who cannot see how they align with the values and mission of the institution are inclined to self-select out, further underscoring the need for a clearly articulated and well-reasoned hiring plan that reflect the philosophy and objectives of the institution.

## I. Before the Search

Strategic hiring plans help communicate the cross-cutting connection of the unit's needs with the institution's mission to deans, students, faculty, and potential applicants. Strategic hiring plans help units to move away from the idea of simply hiring to replace, which rarely increases diversity. In addition, strategic hiring plans help units articulate clear needs to succeed; without them, the most likely human response is to emphasize homophily (i.e., similarity), usually under the guise of "fit." Given that IUPUI's mission statement underscores its "strong commitment to diversity," the Office of Equal Opportunity requires units to document their efforts to diversify their faculty through strategic hiring in the Unit Action Plan document annually.

### D. Strategic Hiring Plans: Step-by-Step

- **Review the unit's mission and vision statements and consider their alignment with the institution's mission and vision.** For example, as IUPUI prepares to become IU Indianapolis with plans to expand its science and technology programs and become one of the nation's preeminent urban research universities in what ways does your unit (department) align with this mission and vision? How can you recruit people that will help increase your unit's and IUPUI's reputation as a place where students are successful? Consider the student population that IUPUI specifically serves; how can your next hires more directly benefit those students? How can your next hires attract more students from IUPUI's likely applicant pool? This is an area where attention to Diversity, Equity, and Inclusion (DEI) is critically important. The organizational science and education literature demonstrates that people (including students) from historically marginalized groups are attracted to and more likely to succeed in organizations where their identities are represented. Given IUPUI's vision of increasing student diversity, recruiting diverse faculty with intersecting social identities should be a priority.
- **Conduct a skill gap analysis within your unit.** In this process, consider promising areas of growth within the disciplines. Some examples of skill gap analysis questions that might be helpful to address are:
  - What are promising new areas that are increasingly visible at your professional conferences?
  - What does your unit need to do to invest in those areas?
  - How might the existing curriculum in your unit be updated to make room for growth in these areas?
  - How could such methods be integrated into existing curricula?

Most units will find they have more than one skills gap; consequently, units should examine if finding a single candidate that can fill multiple gaps is feasible. If not, they should identify which skills gap is the most critical and requires immediate need. This analysis will help your unit prioritize the next several hires. Importantly, consider how filling expertise gaps will also help attract historically *marginalized* faculty and students. For example, the field of industrial/organizational psychology is seeing increasing numbers of graduate students of color with the increase of faculty researching workplace diversity.

- **Draft a strategic hiring plan.** Draft a strategic hiring plan. Once the unit has identified the specific gaps that need filling, the next step is to draft the strategic hiring plan, including the justification for hiring (e.g., the skills gaps), requirements that candidates must meet (e.g., areas of scholarly or methodological expertise), and the timeline for hiring (e.g., immediate needs, 5-year needs). Again, justification for hiring should go beyond a replacement model and consider scholarly, mentoring, and teaching needs of the unit. Likewise, with regard to candidate requirements, units should resist the temptation simply to hire the candidate with the most publications or grants. In some instances, units may be able to consider candidates publishing in existing program areas that are not currently well represented in the unit and that may help the unit achieve greater faculty and student diversity. In addition, units who do not have a critical mass may not have critical mass struggle to retain them, especially to the extent that these individuals may carry heavy mentoring loads and feel drawn to support minoritized students. Consider how mentoring can be more equitably distributed across faculty with the addition of the new hire. Gaining unit consensus on these matters will help the unit prioritize its most critical needs and set a well-defined timeline for achieving recruitment goals.

**Marginalized populations:** Marginalized populations or marginalized groups refer to groups and communities devalued in a relatively homogeneous community or country because of their unequal power across different dimensions, such as economically and culturally.

### Summary

In this section of the guidebook, you learned that before starting a faculty search:

- IUPUI schools and departmental leaders must implement and document hiring practices that address gaps in diversity, equity, and inclusion during the search to improve IUPUI's inclusive, diverse, and equitable pre-search process.
- Every department and its members must be aware of the department needs before the search (e.g., "wish list" for future hires) while contributing to the cultivation of a diverse pool of applicants (e.g., networking while attending conferences).
- Implementing a strategic hiring plan that includes short and long-term priorities related to the search while promoting diversity and inclusion can maximize outcomes.

### Recap: Step by Step Strategic Hiring Plans:

- **Review the unit's mission and vision statements, if available, and consider their alignment with the institution's mission and vision.** Consider how the department search contributes to the institution mission and vision of the institution.
- **Conduct a skills gap analysis within your unit.** Examine the areas in the department that needs to be improved (e.g., fostering a welcoming culture). This is extremely important as unwelcoming environments can decrease a sense of belonging for existing and potential faculty and students with intersecting social identities. Consider what resources the unit has and which resources it might need to address this gap.
- **Draft a strategic hiring plan.** Once departments have identified their gaps, it is important to draft a strategic hiring plan. This plan should justify the search (e.g., what the units are looking for) and the timeline for the process.

### References and Suggested Readings:

- Bhalla, N. (2019). Strategies to improve equity in faculty hiring. *Molecular Biology of the Cell*, 30(22), 2744–2749. <https://doi.org/10.1091/mbc.E19-08-0476>

### Technical Information

- [Faculty Classification](#)
- [Academic Appointee - AC \(1, 2, 3\) - Hiring Guide](#)

### II. Initial Search Processes

#### A. Requesting a Search

As of January 1st, 2019, all faculty searches must seek prior approval. This is done by submitting a Full Time Faculty Vacancies Checklist. Please click [here](#) to access the Full Time Faculty Vacancies Checklist. Prior approval by both OEO and OAA ensures that certain aspects for equitable searches are taking place, including ADA language and required diversity language, appropriate date for the training, search committee composition, and an initial check of the position description. Once approved, the vacancy notice will be posted and the search process can begin. There are additional steps necessary for administrators, search committees, and staff, in filling faculty positions. Please visit this [link](#) to learn about all stages for faculty hiring.

#### B. Forming an Inclusive Hiring Committee

Search committees are the preferred and expected means of facilitating appointments at Indiana University. They provide the most efficient mechanism for assessing large volumes of job applications and help to leverage diverse perspectives, expertise, and backgrounds of committee members to advance a fair and unbiased process.

**What it Means to be Chair of a Search Committee.** The Chair sets the tone of the committee, promotes practices that ensure a diverse pool of candidates, and provides transparency in searches. The Chair is expected to work with their Human Resources Business Partner (HRBP) to ensure all candidates are regularly dispositioned in the People Admin system—that is, their status as applicant, interviewee (short or long list) or finalist is recorded. Please visit Section IV (Fair and Thorough Review and Assessment of Candidates) in this guidebook to learn more about dispositioning candidates. Due to the power dynamics inherent in their roles, department chairs cannot serve as chairs of search committees.

**Committee Composition.** As the unit prepares for a specific search, departments should form their committees by considering additional factors beyond disciplinary expertise. How search committees are formed signals what the unit values and how it distributes power. Committee composition also sends an important message to applicants about the department's—and IUPUI's— commitment to creating and supporting a diverse and inclusive community. For more information about Do's and Don'ts for search committees recommended by the Office of Equal Opportunity, please visit this [link](#).

All search committee members are expected to be fully involved in the search, including the evaluation of candidates and the development and use of interview questions. Ideally, all committee members should be engaged in the screening of applicants through a thorough review of requested materials to ensure basic qualifications are met. However, when presented with a large number of applicants, a minimum of two committee members should be designated to read through all of the materials of a divided applicant pool. When employed, this type of division of labor ensures an equitable review and assessment of candidates.

**Committee Responsibilities.** It is the responsibility of the search committee to attract, evaluate, and recommend the best candidates for a position. To meet this responsibility, the committee must:

- Think expansively and select research and teaching areas that could more aptly attract candidates from multiple intersecting identities
- Rely on a strategic hiring plan that connects the vision of the unit and the hiring priorities
- Develop inclusive selection criteria to ensure that applicants are measured against a consistent standard, rather than a shifting standard (see Section 4: Fair and Thorough Review and Assessment of Candidates)
- Recognize and interrupt bias
- Complete the search process in a reasonable amount of time
- Maintain appropriate confidentiality

## II. Initial Search Processes

### C. Committee Charge

Every search committee charge should include a review of and reference to Indiana University's (IU) Non-Discrimination/Equal Employment Opportunity/Affirmative Action Policy (UA-01). Please click [here](#) to learn more about Indiana University's (IU) Non-Discrimination/Equal Employment Opportunity/Affirmative Action Policy. Every search committee charge should involve unit leadership (ideally, deans, departments and/or program chairs). As the hiring official, the unit leader should meet with search committees before they begin their work in order to:

- Officially charge the committee and review how all system tasks related to faculty position searches are accessed via One.iu.edu. Please visit this [link](#) to access the One.iu website.
- 
- Discuss the unit's specific goals for the search and indicate how the search relates to the long- and short-term goals of the department.
- Reiterate the importance of equity and inclusion and the requirement of scheduling one or more training sessions with the director of equity education from the Office of Academic Affairs.
- Raise awareness of the adverse effects of implicit bias and how to counteract them.
- Outline the ideal search and recruitment timeline.
- Detail available fiscal resources and administrative support.
- Make sure all committee members understand they will be expected to participate in recruitment efforts, including personal outreach to potential applicants and to candidates.
- Discuss guidelines for maintaining confidentiality.

**Maintaining Confidentiality.** The committee should be advised to avoid discussing the specifics of the search with anyone outside the search committee until finalists are announced. Search committee members should keep deliberations about the merits of individual applicants strictly confidential during and after the search is complete. Except for indicating if a candidate does not meet the minimum qualifications, comments about candidates should be reserved for meetings, not put into peopleAdmin. While it is important to maintain confidentiality about search committee deliberations, it is equally important to share general information about the search with the department (s) in the unit, especially if department(s) will later play a role in evaluating candidates. General information provided can include: the stage of the search process and recruitment strategies; the policies the search committee is relying on to conduct fair and equitable evaluations, the selection of finalists, and campus visit dates. Applicants' materials, except for the CV of each finalists in connection with their job talk, are not to be shared with anyone outside of the search committee. While it is important to maintain confidentiality about search committee deliberations, it is equally important to share general information about the search with faculty, especially if faculty will later play a role in evaluating candidates.

**Conflicts of Interest.** All members should disclose any potential conflicts of interests as soon as possible. When members disclose potential conflicts, the committee must discuss and determine under what conditions should members recuse themselves from making evaluations. IU policies on nepotism prohibit those in familial or personal relationships from being involved in hiring decisions. Influence in the employment situation may concern issues such as hiring, promotion, supervision, evaluation, determination of salary, or working conditions. Academic appointees or employees with familial or personal relationships should not be appointed or transferred to a position that creates a potential situation of nepotism without an approved management plan to avoid instances of supervision or influence. If the search committee becomes aware of a potential nepotism concern, they should inform department leaders who can consult with the University Compliance Office to determine if a management plan is feasible.

### D. Distinction Between Internal and External Searches

IUPUI expects that full time faculty searches are open, external searches that result in a diverse applicant pool. Under certain circumstances, the Office of Academic Affairs and the Office of Equal Opportunity may approve an exception to that expectation. In some situations, units may be able to post a search internal to the unit or Indiana University only. An internal search may make sense when searching for a chair or associate dean for a School. In some situations, units may be able to waive the search process. Waivers are requested through PeopleAdmin and are considered by OAA and OEO. You can find more information about the criteria that are considered to waive the search process at the end in Section III: Outreach and Recruitment Plan in the technical information section.



## II. Initial Search Processes

### E. Avoiding Bias When There is an Internal Candidate

Faculty searches in which there are internal candidates can be precarious and can result in improper search procedures. For this reason, internal candidates should undergo the same procedures as external candidates. Search committees need to openly discuss the challenge of maintaining fairness, collegiality, and confidentiality when internal applicants are part of the pool.

Additionally, departments and program chairs must play a neutral role in the assessment process to ensure fairness across applicants.

Committees need to also consider protocols for searches with internal candidates as well as setting parameters on how to assess conflict of interest and fairness. For example, internal candidates should not attend job talks of other candidates. Learn more about the protocol for searches with internal and external candidates in the recommended readings at the end of this section.

## II. Initial Search Processes

### Summary

In this section of the guidebook, you learned that for the initial search processes:

- All faculty searches must seek prior approval from the Office of Academic Affairs (OAA) to ensure equitable search processes.
- Diverse search committees are expected so as to provide diverse perspectives that ensure a fair and unbiased process.
- The chair of a search committee serves to ensure a diverse pool of candidates and provides transparency in the search.
- All search committee members must be fully involved in the search: It is everyone's responsibility to fully participate in the search.
- Committees must develop inclusive selection criteria to ensure that applicants are measured against a consistent standard, rather than a shifting standard.
- Unit leadership should meet with search committees before starting the search to discuss responsibilities related to the position, discuss departments hiring goals, as well as other important procedures and timelines for the hiring process.
- Committee members should avoid discussing specific information about the search with anyone outside of the committee until finalists are announced.
- All members should disclose any potential conflicts of interest as soon as possible.
- External searches are expected to recruit a diverse applicant pool.
- Avoid bias throughout the search process when there is an internal candidate. Internal candidates should undergo the same procedures as external candidates, such as they should *not* attend job talks of other candidates.
- Departments and program chairs must play a neutral role in the assessment process to ensure fairness across applicants.

### References and Suggested Readings:

- **Protocol for Searches with Internal Candidates from Kenyon College**
- Railey, M.T., Railey, K. M., & Hauptman, P. J. (2016). Reducing bias in academic search committees. *JAMA: The Journal of the American Medical Association*, 316(24), 2595-2596. <https://doi.org/10.1001/jama.2016.17540><https://doi.org/10.1091/mbc.E19-08-0476>

### Technical Information:

- [Full-time Faculty Vacancies Checklist](#)
- [Resources for Search Committees](#)
- [Faculty Search-Vacancy Step](#)



## III. Outreach and Recruitment Plan

### III. Outreach and Recruitment Plan

#### A. Posting in PeopleAdmin

Before posting the job in PeopleAdmin and posting any advertisements, the Vacancy Notice form must be submitted to the Human Resources Business Partners (HRBP). The notice should include the text of the vacancy announcement and identify all the places it will be advertised. The search committee chair along with all search committee members must be identified. (If the position will not be posted in People Admin, such as when a search firm is used for executive positions, the Vacancy Notice must still be submitted with this information). Once the Vacancy Notice form is submitted, it is routed electronically first to the School/Responsibility Center (RC) for approval, after which it is routed to OEO for approval, followed by the Office of Academic Affairs (OAA). An OAA number will be automatically assigned and used to track the search and identify it in PeopleAdmin. After all the approvals have been made, the form will route back to the department initiator for acknowledgment. The OAA number will be entered with the job posting in PeopleAdmin, and the advertisements can be placed.

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PeopleAdmin can be accessed via this [link](#). Within this system, users will be able to:

- Submit a faculty vacancy request
- Submit a search waiver request
- Draft, edit and post jobs
- Review applicants
- Submit an interview request

#### B. Constructing an Inclusive Position Description

An academic position description should seek to generate a broad and inclusive candidate pool, such that it is more likely to draw applicants who are members of underrepresented groups. The position description should also accurately reflect current department needs and future directions, university strengths, values, standard DEI statement and strategic advertisement. For more information about inclusive language, please visit the “Resources for Search Committees” link to learn more about inclusive job posting language in the Technical Information section at the end of Section II: Initial Search Processes. The position will only succeed in generating a widely representative applicant pool if it is advertised in a way that reflects and supports the unit's commitment to inclusive excellence. For open rank positions, consult with OAA.

**Be sure all current applicants are “dispositioned” (applicants' statuses are updated) appropriately before the interview request.** Communicate electronically with hiring managers, applicants, and others involved in the hiring process. Click the links below to download the resources that will help you navigate through PeopleAdmin:

- [Departmental Users Guide for Faculty Positions](#)
- [PeopleAdmin HR Users FAQs](#)
- IU Contact PeopleAdmin Support Center: [rechelp@indiana.edu](mailto:rechelp@indiana.edu)
- Contact [oaai@iupui.edu](mailto:oaai@iupui.edu) for assistance with PeopleAdmin

To learn more about dispositioning in PeopleAdmin, please visit the “Dispositioning Applicants in PeopleAdmin” link in the Technical Information section at the end of Section IV: Fair and Thorough Review and Assessment of Candidates.

#### C. Posting Requirements

**Qualifications.** All qualifications must be strictly job-related. All descriptions of the position in advertisements or announcements must include the minimum or required qualifications. If preferred qualifications are included, there should be wording indicating which qualifications are required and which are preferred.

Education, key skills and experiences that are truly essential should be clearly defined. If possible, it is best to be flexible about arbitrary numeric measures such as years of service - this may exclude otherwise qualified candidates. Because this list of qualifications will be used for the first screening stage, it should not be excessively long or restrictive.



### III. Outreach and Recruitment Plan

Physical requirements should generally be avoided except as may be essential to the particular position. Any physical requirements should be written to convey the actual requirements of the position without limiting the physical demands to certain abilities. OEO will review any physical requirements for ADA compliance to ensure they are necessary for the position and are not unduly restrictive.

**Advertisement Requirements.** The following items must be included in all forms of recruitment announcements or advertising related to the position:

- IUPUI, IUPUC, IUFW, or Indiana University
- Name of department
- Title of position: The title of the position should include required areas of expertise, e.g. "Lecturer, Strategic Planning" or "Assistant Tenure Track Professor, Geriatric Nursing", not just the name of the rank.
- Expected appointment start date
- An accurate description of duties and responsibilities
- Minimum qualifications (although others may be listed as well)
- Education requirements
- Contact information (i.e., phone, email)
- Timelines (i.e., when review of applications will begin)
- Link to the position in university application site (PeopleAdmin)
- Appointment type: If the appointment type is multi-rank, the position level can be negotiated by the applicant. Multi-rank searches are more flexible in terms of the position level that is being sought by the candidate. In Multi-rank searches, applicants can seek appointments at the Assistant, Associate, or Professor level.
- **AA/EEO/Non-Discrimination statement.** "Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment based on individual qualifications. Indiana University prohibits discrimination based on age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status, or protected veteran status." *Please note this information is automatically included in each posting.*
- **DEI statement.** "As the state's premier urban research institution, IUPUI is committed to being a welcoming campus community that reflects and enacts the values of diversity, equity and inclusion that inform academic excellence. We seek candidates who will not only enhance our representational diversity but whose research, teaching, and community engagement efforts contribute to diverse, equitable, and inclusive learning and working environments for our students, staff, and faculty. IUPUI condemns racism in all its forms and has taken an anti-racist stance that moves beyond mere statements to interrogating its policies, procedures, and practices. We hope to identify individuals who will assist in our mission to dismantle racism so that everyone has the opportunity to succeed at IUPUI." Schools with operations on more than one campus should adapt as much of this language as reasonably possible, while indicating the specific IU campus on which the position is based and aligning with that campus' state values for diversity, equity, and inclusion. To access IUPUI's DEI statement, please click [here](#).
- **Whether immigration sponsorship is available.** If the search is likely to result in international candidates, the search committee should seek advice from the Office of International Affairs (OIA) regarding visa requirements. Please visit section D (International applicants) later in this section to learn more about international applicants.
- **Setting timelines.** An early posting of advertisements allows for a broader application window. This mitigates the risk of rushed decisions, administrative errors, visa delays, and scheduling conflicts. This also increases the likelihood of a larger and more inclusive pool of candidates. Deadlines for applicants to submit their application materials for all academic positions should be set no earlier than 30 days from the posting.

One of the following statements regarding application deadlines should be included:

- "Applications received by (date) will be assured full consideration; however, the search will remain open until a suitable candidate is found."
- "Review of applications will begin on (date). The search will remain open until the position is filled."
- "Review of applications will begin immediately."

### III. Outreach and Recruitment Plan

In cases where a review of applications date is extended, any applications received before the new application date must be reviewed.

Please click [here](#) to see an example of an academic position posting from the School of Education.

**Proactive Advertising:** All academic openings must be posted in PeopleAdmin unless the University has contracted a search firm to coordinate the application process, and in such case, the search committees should still participate in the advertising planning process. If a position posting will not appear in PeopleAdmin, search firm information should be included on the Vacancy Notice. In accordance with ACA-77, Advertising Policy for Academic Instructional Positions, if the position could potentially include visa sponsorship, the advertising plan must include a national professional journal (such as The Chronicle of Higher Education), which contains articles, not just job postings. The ad must be posted for at least 30 calendar days on the journal's website, and documentation of the ad and the relevant posting dates should be retained. Only minimum requirements for the position can be listed. Preferred qualifications cannot be listed nor can any of the criteria be subjective (e.g., demonstrated success in working with a diverse student population). The criteria must be objective and measurable (e.g., one year of experience in working with diverse student populations). Consider having the advertisement reviewed by the Office of International Services or the Office of the Vice President and General Counsel to ensure it meets visa requirements.

Positions posted on People Admin are automatically posted to the following:

- Insight into Diversity
- Higher Ed Jobs

While the vacancy notice is not automatically posted in Higher Education Recruitment Consortium (HERC), we strongly encourage all units to post positions to HERC, as it is an option in our system. Please contact the OAA for assistance in this process at [aaa@iupui.edu](mailto:aaa@iupui.edu).

#### D. International Applicants

If the search is likely to result in international candidates, the search committee should seek advice from the Office of International Affairs (OIA) regarding visa requirements. It is the policy of Indiana University that only individuals who are U.S. citizens or permanent residents may be granted tenure. Non-U.S. citizens who are not permanent residents in tenure-track positions may continue to progress in probationary tenure status but may not be granted tenure until permanent residence in the U.S. has been obtained. When appointments to positions with tenure are offered to non-U.S. citizens who are not permanent residents, they will be temporarily appointed to tenure-probationary positions until permanent residence in the U.S. has been obtained. At that time, the appointment will be converted to a tenured position as originally offered. For a tenure/tenure-track position, it is permissible to indicate in the ad that U.S. citizenship or lawful permanent residence status is required for tenure. Requirements for instructional positions open to international applicants are detailed in IU policy, ACA-77.

In ads for academic positions, it is required to indicate if, and which type of visa/sponsorship will be supported by the department. If the department has limitations, it is recommended to indicate that in the posting. For example: "H-1B sponsorship is not available for this position." Remember that candidates may not be asked about their immigration status during the interview process. Please contact OEO with any questions.

#### E. Active Recruitment and Networking

The goal of the committee at this point is to expand the pool of applicants by including individuals from intersecting social identities that are underrepresented in the unit, program, and/ or field. Spreading the word about a faculty position must encompass many strategies beyond traditional advertising. Print advertisements cannot be relied on as a primary means of generating a large, diverse, and robust applicant pool.

- Advertise not only in the standard journals of your field but also in publications that focus on women and underrepresented populations in your discipline.
- Share position announcements and links through social media.
- Send emails to relevant groups, including special interest groups of your discipline's regional, national, and international organization(s) and affinity groups of professionals in your field.
- Send announcements and request nominations from departments at institutions that serve large numbers of Latina/o, African American, Native American, and other historically underrepresented populations.
- Make calls and send e-mails to a wide range of contacts asking for potential candidates, specifically for recommendations of scholars from underrepresented groups.
- Personally reach out by email/or phone to underrepresented scholars asking them to apply.



### III. Outreach and Recruitment Plan

A broad range of strategies are needed to effectively engage:

- members of a multi-generational workforce who communicate in varied ways,
- scholars engaged in interdisciplinary work and active beyond the “major” disciplinary organization(s) of an individual department,
- applicants who have pursued varied academic and professional trajectories relevant to the discipline,
- demographically diverse applicants, and
- both active and passive job-seekers.

#### **F. Evaluating Active Recruitment and Outreach Efforts**

Before evaluations of applications begin, it is advised that the search committee evaluate the search process up to this point by carrying out an equity check. Equity checks are places where we stop the process to evaluate our series of actions taken so far. For example, is the search committee composed of the same faculty that sit on most searches? Does the search committee chair prioritize DEI? Equity checks for the position announcement include considering the following questions. Does the announcement signal an interest for a candidate who embodies traditional notions of “merit” and “fit”? Does the announcement language clearly indicate what the successful candidate will bring to the institution, especially related to DEI? This assessment of the process will help committee members recognize and counteract structural inequity as well as implicit and explicit biases. Evaluating the process up to this point also assures that the search process has generated a broadly representative applicant pool. If search committees have any questions related to DEI active recruitment and outreach efforts, search committees may consult with the director of equity education for assistance with this process.



## III. Outreach and Recruitment Plan

### Summary

In this section of the guidebook, you learned that when engaging in outreach and developing a recruitment plan you should consider the following:

- The position description should seek to generate an inclusive candidate pool to draw applicants who are members of underrepresented groups while reflecting the department's needs.
- Before posting the job in PeopleAdmin, the Vacancy Notice form should be in the e-Doc system, have details of the hiring plan, and names of committee members.
- The chair of a search committee must ensure a diverse pool of candidates and provides transparency in the search.
- Once the Vacancy Notice form is submitted, it is routed first to the School/RC for approval, then to OEO, followed by the Office of Academic Affairs where an OAA number will be assigned to track the search in PeopleAdmin. Finally, the form will route back to the department for acknowledgment. The OAA number will be entered with the job posting in PeopleAdmin, and advertisements can be placed.
- When posting requirements, all qualifications must be strictly job-related and must include the minimum or required qualifications. For any physical requirements that are essential to the position, the posting must indicate that the function can be performed "with or without an accommodation."
- Remember to include IU's and IUPUI's non-discrimination statement and DEI statement when advertising the position.
- If the search results in international candidates, the search committee should seek advice from the Office of International Affairs (OIA) regarding visa requirements.
- Before evaluations of applications begin, it is advised that the search committee evaluate the search process up to this point for potential equity threats.

### Suggested Readings:

- Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, 101(1), 109–128.  
<https://doi.org/10.1037/a0022530>

### Technical Information:

- [Appointments](#)
- [No-Search and Search Waivers](#)



## IV. Fair and Thorough Review and Assessment of Candidates

### IV. Fair and Thorough Review and Assessment of Candidates

#### A. Evaluating Candidates Equitably

The first step toward hiring exceptional and diverse talent is through a fair, equitable, and inclusive search process. This means that we must move away from abstract conceptions of “merit” and “fit,” deliberations cannot be opaque, and decision-making tools should be shared. Learn more about best practices and resources by clicking [here](#).

**Organizing applications.** Each search committee must set up a system for organizing applications. Application materials should be kept in a secure location where they are accessible to search committee members but not to persons unaffiliated with the search. Application materials not contained in PeopleAdmin are to be retained for five years from the hiring date or the end of the search, whichever is later.

**Developing and using evaluation/selection criteria.** Search committees must discuss in advance how they will evaluate candidates. All candidates must be evaluated using two key components: 1. a clear and consistent rubric that includes the criteria to evaluate applicants’ qualifications and potential, and 2. a clear and consistent plan that includes the process by which committees evaluate applicants, make selections at each stage of evaluation, and ultimately make recommendations. Using rubrics and a clear and consistent plan for evaluating candidates assist in mitigating the impact of biases and in potentially overlooking strong candidates who come from different backgrounds or have strengths that may not be immediately recognized. In addition, rubrics help the committee to clearly weigh its selection criteria against unit priorities—including the unit’s commitments to diversity, equity, and inclusion. Please click [here](#) to see two samples of clear and consistent rubrics.

**Recognizing and interrupting implicit and explicit bias.** Be mindful, open, and honest about biases that inadvertently screen out well-qualified candidates. For example, biases can surface around non-traditional career paths or research interests of candidates. Biases can also surface connected to names of candidates viewed as “hard to pronounce;” this is associated with a significantly lower likelihood of obtaining a tenure-track position. Search committee members should also be advised to resist the impulse to label candidates as “most promising” or similar labels, including relying on conceptions of “merit” and “fit,” as this may make it challenging to consider other candidates fully. Avoid unfounded assumptions, e.g., members of a particular racial group do not like living here, women who pursued degrees part-time are not serious scholars, excellent candidates are heavily recruited, or a candidate’s partner/spouse would not be willing to move. Let candidates decide these issues for themselves.

**Evaluating DEI Statements.** As stated in Section III of this guidebook, the requirement of a DEI statement for all applicants supports identifying candidates who will not only enhance our representational diversity but whose research, teaching, and community engagement efforts contribute to diverse, equitable, and inclusive learning and working environments for our students, staff, and faculty. DEI statements also provide an opportunity for applicants to express their commitment to the principles of inclusive excellence and show that they have put that commitment into action. DEI statements can also give applicants a venue to demonstrate how lived experiences that are traditionally overlooked in a CV will promote their success if they are selected for the proposed position. However, simply requesting a DEI statement without consideration of how it will be implemented in a consistent manner when evaluating candidates, will not help support the goal of addressing disparities in members of underrepresented groups beyond the initial application phase.

**Dispositioning and Monitoring.** Updating applicants’ statuses (dispositioning) in real time in the People Admin system is extremely important and essential for OEO to be able to monitor the data on the back end for **adverse impact**. It is also important to be mindful of the impact of the timing when updating candidates’ statuses.

For example: After reviewing the data for the interview pool against the applicant pool, OAA may suggest giving a candidate that meets the qualifications for the role a second look. However, it is important not to automatically reject candidates who are not initially selected for interviews. Once the rejection notifications go out to candidates, second looks are no longer a tool we can use to diversify the pool.

**Adverse impact:** A substantially different rate of selection in hiring, promotion, transferring, training or other employment decision which works to the disadvantage of the members of a race, sex or ethnic group identified.

## IV. Fair and Thorough Review and Assessment of Candidates

Finally, always remember that inequitable evaluation processes along with inequitable criteria will lead to inequitable outcomes. When women or minoritized candidates comprise less than one quarter of the applicant pool (or group of finalists), they are more likely to be negatively influenced by reviewers' gender (or racial) assumptions and much less likely to be offered a job. To learn more about inequitable evaluation processes, please visit the suggested readings at the end of this section.

### B. Inclusive Interview Practices

**Interviewing Candidates.** An Interview Request Form must be submitted and approved BEFORE scheduling and conducting interviews. The same set of questions should be asked of all candidates to obtain crucial job-related information and promote an equitable process; however, follow-up questions based on their responses will most likely vary with each candidate. For more information about interview procedures, please click [here](#).

Before scheduling interviews, it is important to provide multiple scheduling options for candidates and opportunities to let the committee know of any conflicts or limitations on their ability. Similarly, when applicants are invited to visit the campus, ask if they have any dietary considerations when scheduling meals as well as any ADA accommodations.

Interviews may occur in different ways and places:

- **Conference Interviews.** Any interviews that have been set up before a conference must have an Interview Request form submitted and approved. For any candidates interviewed at the conference that were not scheduled ahead of time, an Interview Request form must be submitted as soon as possible afterward. All applicants need to submit their application into PeopleAdmin before the Interview Request will be approved. Departments using external sites to review applicants must contact OEO to arrange collection of applicant information. IU is legally required to collect this information from all applicants.
- **Phone/Video Interviews.** The Interview Request form needs to be submitted and approved before phone and video interviews. Note that an Interview Request form with only one name listed will not be approved unless that candidate is the only applicant that met the minimum qualifications listed in the ad. It is essential that candidates are given advanced notice to schedule a phone/video interview so that they are prepared and understand that it is part of the screening process.
- **On-Campus Interviews.** The campus visit serves a dual purpose. The candidates are evaluating the campus, and they are being evaluated by the committee. Candidates should be given the visit itinerary in advance and invited to request any special accommodation they might need. It is also appropriate to ask if there are any offices the candidate would like to visit or anyone they would like to meet (Office of Vice Chancellor for Academic Affairs, Office of Vice Chancellor for Faculty Affairs, Office of Vice Chancellor for Faculty Diversity and Inclusion, etc.) This should be done early so that appointments can be scheduled before the candidate's arrival. While evaluating the candidates, the committee should also assist the candidates in making an informed decision about the campus by letting them meet administrators, other faculty members, and students with similar interests.
- **Interviews for Positions with Tenure.** Candidates for positions at the Associate Professor or Professor rank with tenure require a higher level of scrutiny for an appointment at this level. In most schools, an offer with tenure includes consultation with the school's Tenure Committee. If the candidate has not been granted tenure at a peer institution, consult with the Office of Academic Affairs concerning the materials to obtain and submit (e.g., six outside letters). For more information about recruiting faculty with tenure at IUPUI, please visit this [link](#).
- **Social Engagements.** Candidates should have time to interact socially with faculty and students from the department and related departments. This provides an excellent opportunity for the candidate to evaluate the department as well. It is vital during these engagements that faculty members avoid soliciting personal information unrelated to the position such as marital or parental status as that may be seen by a candidate as materially affecting their candidacy. However, incidental conversations which include these topics are permissible and candidates may voluntarily share information. Additionally, faculty members should be able to address candidate questions and concerns about such things as schools, spousal employment, and benefits. Faculty members should feel comfortable conversing with the candidates as they would any other colleague.
- **Skills Demonstrations (Lecture/Presentation).** Candidates may be asked to audition or demonstrate teaching or lecturing skills or to make a research presentation. It is important that this requirement is administered consistently to all candidates and that all candidates are given enough notification to prepare properly or make any special requests for equipment or accommodation.

## IV. Fair and Thorough Review and Assessment of Candidates

We expect that search committees ask behaviorally based, open-ended questions of all candidates, at least one of which should be focused on diversity, equity, and inclusion. Search committees and others should not ask questions pertaining to a protected status. The most common illegal questions include questions about children and marriage, religion, disability/health, and sexual orientation.

- You can find a list of examples of appropriate interview questions and illegal interview questions by clicking [here](#)
- You can find more guidance for asking diversity questions by clicking [here](#).

### C. External Reference Checks

**Reference Checks.** It is recommended that search committees check candidates' references or request letters of reference, and at a minimum, that finalists' references are checked. Phone calls to candidates' references may provide added insight to letters of reference. The committee should ask the permission of the candidate before contacting anyone who is not on the candidate's list of references provided. When contacting a reference, the committee should describe the position and ensure that the same questions are asked of each reference. You can find additional guidance for checking references [here](#).

**Credential Checks/Criminal Background Checks.** Credential checks and criminal background checks are the responsibility of the hiring unit. Upon acceptance of an offer, selected candidates will be asked to complete the online information for new employees. Employment eligibility, E-Verify and criminal background checks should then be initiated by the department for all new hires. If the position will work with minors on a regular basis, the department should review the requirements of IU's Programs Involving Children policy (PS-01). Please click [here](#) to learn more about the PS-01 policy. Departments may contact the Office of Academic Affairs with any questions.

## IV. Fair and Thorough Review and Assessment of Candidates

### Summary

In this chapter of the guidebook for inclusive academic appointments at IUPUI, you learned that:

- The first step toward hiring exceptional and diverse talent is through fair, equitable, and inclusive search practices.
- Search committees must evaluate candidates through a clear and consistent rubric to avoid biases.
- It is important to be mindful, open, and honest about biases that inadvertently screen out well-qualified candidates.
- DEI statements allow applicants to express their commitment to diversity and inclusion initiatives and actions.
- Updating applicants' statuses in real-time in People Admin is a federal requirement and assists the University in identifying potential concerns before a compliance issue occurs.

### When interviewing candidates:

- An Interview Request Form must be submitted and approved BEFORE scheduling and conducting any kind of interviews.
- Interviews may occur in different ways and places such as conference interviews, phone/video interviews and on-campus interviews.
- Regardless of the interview format (on-campus or video interviews), it is essential that all people involved in the interview process make candidates feel welcome.
- Any activity or selection process required in the hiring process, such as a presentation or demonstration lesson, must be consistent and required of all candidates.
- It is recommended that search committees check references for candidates whom they are intending to offer the position.
- Credential and criminal background checks are the responsibility of the hiring unit.

### References and Suggested Readings:

- Calendar of Observances. <https://www.adl.org/resources/tools-and-strategies/calendar-observances>
- Ge, Q., & Wu, S. (2022). How do you say your name? Difficult-to-pronounce names and labor market outcomes. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4031991>
- **IUPUI's Best Practices for Interviews and Inclusive Campus Visits**
- Johnson, S.K., Hekman, D.R., & Chan, E.T. (2016, April 26). *If there's only one woman in your candidate pool, there's statistically no chance she'll be hired*. Harvard Business Review. <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired>
- **Ohio State University's Research-Based Video about Bias in Faculty Searches**

## V. Position Offers

### V. Position Offers

#### A. Preparing the Offer

**Negotiation.** All offers for academic appointments must be approved by the campus academic administration in the Office of Academic Affairs before being formally extended. To learn more about extending an offer, please visit this [link](#).

To discuss an offer package the department chair or school should be knowledgeable about the standard benefits provided by the University such as health and life insurance, retirement funds, and fee courtesy. The discussion and offer should also include information regarding office and lab space, research funding, prior sabbatical leave credit, prior years toward tenure, dual career hiring needs, and other academic personnel issues, as applicable. It is a good idea to be familiar with IU's policy on moving expenses. Discuss this early with the candidate to reduce complications later. In negotiations, it is essential to emphasize that no commitments are definite until final administrative approval and extension of an offer letter.

**Offers to Non-US Citizens.** An appointment for a conversation or meeting with a visa specialist in the Office of International Affairs (OIA) should be arranged for all non-U.S. citizens or permanent residents who are being considered for an academic appointment. For tenure-track candidates, it is the responsibility of the hiring department to apply for the visa and pay the fees for this service. OIA can provide the visa packet, answer any questions the department or the candidate may have, and assist in completing and filing the required forms. Because visa processing can take from five to six months, it is essential to start working with OIA early in the process.

**Dual-Career Situations.** Dual-career partner assistance has become a crucial element in recruiting and retaining excellent faculty. The candidate should initiate any discussion or interest in dual-career placement. It is acceptable, however, to ask a candidate if there are any considerations which would make an offer more appealing. It is not acceptable, however, to ask a candidate if they have a spouse or partner who would require employment. While the placement of a spouse or partner is not ensured, the school, college or department generally takes the lead in gathering initial information about the candidates' partner including obtaining a copy of the CV or resume. Chairs should contact the school dean as soon as possible and contact the Office of Academic Affairs with any questions. To learn more about Dual-Career Situations, please click [here](#).

**Offer Letter.** The offer letter should describe the appointment (e.g., tenure-track) and the professional duties required. For more information about the hiring processes, pay information, and appointments, please visit this [link](#). It is also essential that the letter includes statements about conditions, such as the IU-mandated background check, I-9 review for work authorization, any credentials or licensing required, or completion of a degree.

Background check mechanics depend on whatever vendor IU is using at this time. We at OAA have never managed this process. To learn more about Background checks, please click [here](#).

**Acceptance of Offer and Hiring Process.** Once the offer is approved by campus and accepted by the candidate, the unit may begin the process to hire a candidate (enter them into the system). Hire eDocs can be started in advance of the work start date to allow new faculty members to establish an email account and receive benefits information.

**Rejected Offer.** If an offer is rejected, the search committee may go back to the candidates already interviewed or re-evaluate other candidates in the candidate pool. If a decision is made to make an offer to a previously interviewed candidate, a new position Offer Request should be routed for approval. If more interviews within the candidate pool are determined to be necessary, a new Interview Request should be routed for approval.

**Failed Search.** If a search committee is unable to achieve an accepted offer, the search is considered a failed search. If the position is still posted in PeopleAdmin, the search may continue, and new candidates may be interviewed. If the position posting has been removed from PeopleAdmin, it may be reposted with the same information if it is within one year of the date of approval of the Vacancy Notice, and any deadline stated in the posting has not passed. If more than one year has passed, or the posting, advertisement, or search committee information has changed, a new search must be initiated by submitting a new Vacancy Notice. A new Vacancy Notice must be submitted if the search is ongoing. In the event of a failed search, departments are encouraged to re-examine position descriptions and advertising plans to encourage more applicants and a diverse pool. This process can be done in consultation with the director of equity education.



## V. Position Offers

### **B. Closing out the Search**

Notifications of unsuccessful candidates. Once the search has concluded and an offer has been accepted, unsuccessful candidates should be notified. Since some first offers are rejected, unsuccessful candidates should be notified only after accepted offers. All applicants, not just in-person interviewees, should receive a communication about the conclusion of the search.



## V. Position Offers

### Summary

In this chapter of the guidebook for inclusive academic appointments at IUPUI, you learned that:

- When negotiating the offer, the department chair and school should be knowledgeable of the benefits provided by the university, such as health and life insurance, retirement contributions, and fee courtesy.
- All offers for tenured, tenure-track faculty and librarians, clinical faculty, lecturers, and academic specialists must be approved by the campus academic administration in the Office of Academic Affairs before being formally extended.
- Once the offer is accepted, you can begin the process of hiring the candidate (enter them into system).
- The Background Check and I-9 must be completed prior to Academic Affairs approval for any hire.
- Effective date may differ; however, actual work dates for the academic year and for the first semester begin seven days prior to the first day of classes on each campus.
- Once the search has concluded and an offer has been accepted, unsuccessful candidates should be notified.
- If a search committee is unable to achieve an accepted offer, the search is considered a failed search.

### Technical Information:

- [Cover Sheets and Letter Templates](#)





### VI. Retention and Advancement Planning

#### A. Onboarding

Once the hiring process is completed, the unit must take a primary role in helping, mentoring, and supporting candidates through the tenure and promotion process. Before the university has approved the hire and an individual has accepted the position, an onboarding plan must be revisited or developed and put in place to facilitate the new colleague's transition to professional life at IUPUI. While onboarding includes the initial steps such as providing a new hire packet and information for obtaining an ID card and setting up email, onboarding must also pay attention to specific ways the unit and campus create a welcoming environment and ensures the new faculty member has access to resources that promote success, belonging, and overall wellbeing. It is the responsibility of the entire unit as well as campus—administrators, faculty, and staff alike—to create such an environment. It is therefore imperative that all units provide or take part in ongoing educational opportunities to foster awareness regarding how structural inequity operates in academic institutions and how to disrupt it. It is beneficial for units to revise or create new faculty onboarding checklists, protocols, and action measures that both serve the immediate needs of new faculty members and promote a broader culture of inclusivity and equity within the unit.

The onboarding plan must be flexible to ensure that opportunities and support provided address specific needs of the new faculty member along with a general list of campus resources specific to supporting underrepresented faculty. Department Chairs are encouraged to consult with the Office of Academic Affairs to prepare for the new colleague's arrival on campus and onboarding activities.

#### B. Mentorship

Ensuring that new faculty hires have mentoring opportunities will support their success. Underrepresented faculty should have access to mentoring opportunities that address specific needs. Faculty may benefit from having teaching or research mentors, for example. Mentoring can be both formal and informal, should extend beyond informing faculty about the requirements for achieving promotion or tenure and promotion, and be provided at different stages of their careers. When mentoring is conceived as a broad, flexible network of support, it can decrease social isolation and can be critical to promotion or tenure and promotion success.

In addition to local mentoring resources, IUPUI has an institutional membership with the National Center for Faculty Development and Diversity (NCFDD). Please visit this [link](#) to learn more about NCFDD. This membership allows all IUPUI faculty and graduate students to access resources that are designed to offer online mentoring and to promote professional development and work-life balance through a variety of online resources. Other important mentorship resources available for IUPUI faculty are the Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER) which supports IUPUI faculty who are historically underrepresented or excluded from their area of scholarship or discipline, and Leading and Inspiring Faculty Together (LIFT), which provides mentoring circles for faculty members with similar challenges and aspirations. To learn more about EMPOWER, please click [here](#) to learn more about EMPOWER and to learn more about LIFT, please click [here](#).

The following are recommendations for Deans and Department Chairs for facilitating effective mentoring relationships:

- Allocate adequate resources to developing a mentoring program to include general research mentorship and exposure and access to departmental, college, and institutional resources.
- Establish the parameters for the faculty mentor-mentee collaboration. Offer mentoring guidelines on which mentors and mentees can base their interactions.
- Compensate faculty members fairly for their mentoring efforts by decreasing the workload and increasing the professional recognition of senior faculty who provide mentorship.
- Connect women faculty members of color with mentors in other academic departments as well as outside of their resident institution of higher learning.
- Schedule periodic meetings with mentees to assess their progress, provide feedback, respond to questions, and learn of concerns that need addressing.

## VI. Retention and Advancement Planning

### C. Networking

Networking refers to different sets of behaviors people do with the purpose of building and maintaining relationships. Networking facilitates work-related activities, accessibility of resources, and provides professional support that can advance one's professional development.

Some examples of networking strategies include:

**Affinity groups.** Affinity groups are diverse networking and voluntary associations that serve faculty and staff members. Affinity groups, a type of employee resource group (ERG), are formed based on people's backgrounds, identities, and common interests with the purpose of contributing to IUPUI's diversity mission and values of maximizing employees' positive experiences such as greater sense of belonging and inclusion. There are many benefits of affinity groups such as:

- Supporting and retaining diverse talent,
- Promoting campus engagement while supporting employees to succeed by providing them with professional development, networking opportunities, and peer mentorship,
- Providing an opportunity for employees to educate others and advocate for policies that promote diversity and inclusion on campus. For more information about IUPUI affinity groups, please visit [here](#).

**Common interests.** Another efficient networking practice is building relationships based on common interests and themes that people feel passionate about. This is particularly beneficial for faculty members that share a common concern in society, which offers the opportunity of collaborating and conducting interdisciplinary research to generate a broader research impact. Networking based on interests is not only associated with interdisciplinary research, but also addresses concerns at the institutional level from different perspectives to create a more sustainable solution to any concern.

### D. Internal and External Grants

**Internal grants.** Indiana University is committed to supporting faculty members in their professional development. Consequently, IU offers numerous internal funding opportunities, from university-wide grants to exclusively IUPUI funding opportunities, to support faculty research projects and their advancement planning. Internal funding grants and awards are organized into different categories such as collaborative, seed funds, art and humanities, travel, equipment, transitional, and many others. Internal grant applications' availability and deadlines vary during the academic year. For more information about university-wide funding and IUPUI funding opportunities, please visit this [link](#).

**External grants.** IU and IUPUI encourage and support faculty members to apply for external research opportunities to support their research projects. All external funding proposals must be formally submitted through the Office of Research Administration (ORA). For more information about external finding opportunities, please visit [here](#).

IU and IUPUI provide many resources to support faculty members in moving forward and to advance their research projects, such as IU's Proposal Development Services, where specialists can review proposals as well as provide information about specific funding opportunities. To learn more about IU's Proposal Development Services, please click [here](#).



## VI. Retention and Advancement Planning

### Summary

In this chapter of the guidebook for inclusive academic appointments at IUPUI, you learned some important factors to increase faculty retention and advancement such as:

- Onboarding includes not only technical information (e.g., new hire packet or setting applicants' email), but most importantly, creating a crating a welcoming environment that promotes success, belonging, and wellbeing.
- Formal and informal mentorship help to ensure new faculty success, especially for underrepresented faculty.
- Faculty can get access to additional online mentoring and professional development through the NCFDD.
- Networking facilitates work-related activities, accessibility of resources, and professional support that can advance one's professional development.
- Examples of networking strategies are affinity groups and identification of common interests.

### References and Suggested Readings:

- Evans, G. L., & Cokley, K. O. (2008). African American women and the academy: Using career mentoring to increase research productivity. *Training and Education in Professional Psychology, 2*(1), 50–57. <https://doi.org/10.1037/1931-3918.2.1.50>
- Lloyd-Jones, B. (2014). African-American women in the professoriate: Addressing social exclusion and scholarly marginalization through mentoring. *Mentoring & Tutoring: Partnership in Learning, 22*(4), 269–283. <https://doi.org/10.1080/13611267.2014.945737>
- Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities. *American Educational Research Journal, 43*(4), 701–736. <https://doi.org/10.3102/00028312043004701>



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