

College of Engineering Faculty Search Workshop

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- Associate Dean for Academic Affairs (ADAA)

October 2023

Agenda

- Hiring Slots
- Search Timeline
- Guidelines on Candidate Visits
- DEI in Faculty Hiring
- Discussion

Hiring Slots

Tenure Track

- Departmental
- Program
- Special
 - Target of Opportunity
 - Dual Career

Hires for program or special slots
not counted:

- against departmental slots
- in “productivity” charts for 3

yrs

Lecturers

- More ad hoc
- College-funded slots approved for depts or programs
- Dept-funded slots up to depts

Departmental Slots

- Allocated annually by CoE ExCom, based on
 - memos from depts describing needs and priorities
 - “productivity” analysis, capacities, etc.
- Automatic carryover of unused slots
- Encourage long-term view, standing search committees

Program Slots

- Cross-cutting searches
- Special programs
- Program and dept search cmte collaboration
 - Joint decision to interview
 - Interview conducted in dept, with participation from program
 - Joint decision to recommend hire, both provide input to ExCom

Target of Opportunity

- Extraordinary candidate who does not fit priority areas for existing slots
 - Once-in- N -year rising star
 - Senior candidate bringing major new capability
 - Contributions to diversity/equity/inclusion
 - (identity group not sufficient per se for ToO status)

Dual Career Hire

- Qualified candidate who:
 - addresses a dual career hiring or retention situation (University-wide)
 - fits long-term needs of department
 - does not fit existing slot

Dual Career Services

- Open to all current and prospective faculty
- All interviewees contacted by dual career specialist, offered confidential services
- Avoid discussing or considering known DC situation, unless expressly disclosed
 - (even if disclosed, strive for independent judgment on candidate)



Melissa Dorfman
DC Program Mgr

AY22-23 TT Search Statistics

- 27 open slots
- 122 candidates interviewed
 - 44 (36%) female
 - 8 (7%) URM
- 2,156 total applicants
 - 277 (19% of 1,451 identified) female
 - 56 (4% of 1,386 identified) URM
- 65 offers
 - 16 female, 3 URM
- 27 accepts
 - 8 female, 3 URM
- Accept rate
 - ~42%

Non-TT Hiring Statistics

Lecturers

- Formal searches AY22–23:

- BME: 1 Lec III hire
- CEE: 1 Lec III hire
- CLaSP: 1 Lec III
- CSE: 1 Lec III hire
- ECE: 1 Lec III
- ISD: 1 Lec III hire
- ROB: 1 Lec III hire
- Tech Comm: 3 Lec III hires

(reclassified from Lec I)

Clinical, Research Tracks

- Research faculty search in CLaSP (1 senior RP hire)
- Clinical faculty search in AERO, CFE, CLaSP and NAME (3 PoP hires)

Search Timeline (Aug–Feb)

- Convene committee
 - Plan and implement recruiting strategy
 - Identify resources for pool development
- Advertising and pool development
 - ADAA office approves all ads
 - Reach out to professional networks
- STRIDE Faculty Recruitment Workshop
 - Required for all search committee members (good for 3 years)
 - Workshop dates:
 - 9/25, 9/29, 10/10, 10/19, 12/5
 - 10/23, 11/9 (for faculty who have previously attended a STRIDE workshop)
- Submit pool for review and approval by EC/ADAA

• ADAA and DEI dir. open to meet with search cmte at any time

Candidate Non-Interview Visits

- Pool development
 - Invite potential prospects for dept seminar
 - Special symposia for broadening exposure (funding may be available)
- Exploratory visits
 - Typically for senior candidates
 - Not announced as interview, no official evaluation

Search Timeline (Jan–Feb)

- Continue developing pool of candidates to interview
 - Consider broad range of backgrounds
 - UM programs: NextProf, President’s Postdoctoral Fellows (PPFP)
- Review applications
 - Be consistent about criteria, flexible about evidence sources
 - Avoid excess risk aversion especially at this stage
- Refine lists, with input from faculty groups
 - Consider remote “zoom interviews” on longer list
- Schedule and conduct candidate visits

Search Timeline (March–May)

- Continue interviews, start making hire recommendations
- Sooner is better, avoid Apr crunch
 - Per Association of American Universities (AAU) guidelines, a “waiver” is required to hire faculty from another institution within 4 months of start date.
 - Applies to: offers after Apr 30 to a professor at another institution for Sept start; offers after Aug 31 for Jan start.

Applications

- Online tools (e.g., Interfolio)
- Candidate statements
 - Research, teaching, DEI
- Reference letters
 - Letters solicited during application process may not be suitable for hiring casebook (Associate and Full)
 - Letter requirements
 - Assoc/Full: 5 arms' length, incl 2 not suggested by candidate
 - Asst: 3, no arms' length requirement

Formal Interview

Standard Guidelines

- All faculty notified in advance of visitors being considered for position
 - Application material made available
 - Confidential (no public announcement) at candidate request
- Candidate presents open seminar (recorded)

CoE Meetings

- ADAA (or other AD if not available)
- Dean (senior candidates)
- College rep(s)
 - Make sure can attend seminar and indiv mtg
- non-evaluative
 - For all candidates

Non-Evaluative Meetings

- For everyone
- Purpose: discuss topics they may not feel comfortable raising with dept evaluators
- Matching: based on expressed preferences (both sides), not identity
- Volunteers solicited via Non-Evaluative Interview Volunteer Form

<https://forms.gle/yWdcBtji65JretBQ6>

Candidate Visit Best Practices

- Use consistent schedule structure for all candidates to ensure equitable basis for evaluation
- Assign host with clear responsibilities
- Include “chalk talk” (define scope ahead of visit)
- Think carefully about the people each candidate should meet
 - Remember...we are evaluating the candidate while the candidate is evaluating the dept/college/university
 - Include people outside of the department, potential collaborators
 - Consider pairs or small-group settings
 - Provide opportunity to meet students and post-docs
 - Facilities tours: LNF, (MC)2, ...

Inappropriate Questions

- Do not ask questions about candidate's personal lives and intentions: they may be discriminatory or illegal.
- You may answer questions the candidate raises. Avoid pursuing the topic.
- Remind all your faculty on these points, at beginning of interview season.

Collecting Feedback and Evaluation

- Have process in place in advance
- Solicit feedback from faculty members before and shortly after the interview (details fade with time)
 - Consider all application materials carefully
 - Indicate what the evaluation is based on (i.e., attended seminar, met with candidate, etc.)

Example Feedback Form

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

- Read candidate's CV and statements (e.g. teaching)
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

Please rate the candidate on each of the following:

excellent
good
neutral
fair
poor
can't judge

	excellent	good	neutral	fair	poor	can't judge
Potential for (evidence of) scholarly impact in the classroom						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Potential for (evidence of) contribution to departmental priorities						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and mentor diverse graduate students						
Potential (demonstrated ability) to teach and mentor diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						
Potential for (evidence of) service to campus community						

Post-Visit Follow-Up

- Search Committee Chair (or designate):
 - thank you note shortly after visit
 - provide (positive) feedback, offer to answer questions
 - keep apprised of search timetable
 - relay info, defer negotiation matters to Chair
 - be sure to close the loop if no offer is forthcoming
- Encourage other faculty to engage (but caution against speaking for dept/college)

Recommendation to Offer

- Follow dept process to recommend offer
- Hiring casebook prepared for CoE ExCom includes but not limited to:
 - Application materials (CV, statements, external letters)
 - Teaching record for experienced faculty
 - Internal letter(s), College rep reports
 - Memo from dept chair proposing hire
 - (program slot) Memo from program search chair
- ExCom reviews and approves (or not...)
- Assoc+ also require Provost and Regents approval

Increasing Faculty Diversity

□ CoE DEI 1.0

- “Develop talented and diverse college leadership, departmental leadership, and instructional and research faculty capable of providing a world class academic and research learning environment for a global, diverse student body. Our five-year objective is to develop a diverse instructional faculty with year-over-year increases in the percentage gender and URM representation.”

□ CoE DEI 2.0

- “Recruit, develop and retain talented, diverse instructional and research faculty, departmental leadership and college leadership.”

Deck is Stacked Against Diversity

- We naturally understand and value accomplishments of people like us
 - (expertise, research methodology, disciplinary community, culture, ...)
- Systematic effects of standard productivity measures and differences in preparation and opportunities
- Conservatism in consensus process

Increasing Faculty Diversity

- “Hiring our Values”
 - Discussions with faculty search cmtes about considering diversity and other core values in hiring process

Hiring Our Values

□ **Leadership and excellence**

True to being “Leaders and Best,” we do not settle. We forge paths that inspire others, and push relentlessly for quality and preeminence in all we do.

□ **Creativity, innovation and daring**

“We’ve always done it this way” is never how we do it. We seek to improve the quality of life. Bold thinking and non-traditional action are among the tools we rely on to solve problems and create opportunities.

□ **Diversity, equity and social impact**

The best mix of talent achieves the greatest outcomes. People with different skills, backgrounds, identities and perspectives are necessary for us to realize our vision. Opportunities are created for all, and where barriers exist, we close the gaps. Every member of our community gets to be heard, should be involved and must be empowered to achieve to their full potential. We serve the common good.

□ **Collegiality and collaboration**

Camaraderie is a strength. When we disagree, we remain civil. We succeed in facing complex challenges by working together — across the lab, classroom or globe. Teamwork is fundamental to how we operate. We cannot fulfill our potential unless we are combining our strengths. Our individual abilities are joined to accomplish a united vision and mission.

□ **Transparency and trustworthiness**

A consistent respect for truth breeds good relationships. We depend on open and honest sharing of data, facts and individual perspectives. In difficult situations, where discretion is required or conversations are sensitive, we acknowledge the limits of what can be shared. Trust must be preserved.

Values in the Hiring Process

- Eliciting relevant information from/about candidate
- Incorporating in evaluations and deliberations

- Creativity, Innovation, and Daring
 - Recognizing it in candidates
 - Employing it in our hiring process

Links

- ADAA Office:
 - <http://adaa.engin.umich.edu/>

- Dual Career:
 - http://www.provost.umich.edu/programs/dual_career/

- ADVANCE:
 - <http://advance.umich.edu/>

- Diversity:
 - <http://www.diversity.umich.edu/>

- Provost Office:
 - <http://www.provost.umich.edu/>

Contacts

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Position Descriptions, Offer Letters and Packages

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Visits, Casebooks, EC Approval

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