Faculty Search & Hiring Guidebook
2023

HOW TO USE THE GUIDEBOOK

This guidebook details the process for tenure-track faculty recruitment and hiring at Occidental College. Infused throughout are high-impact practices for effective, inclusive, and equitable hiring. Conducting effective, inclusive, and equitable faculty searches is vital to the mission and future of the College. These searches determine the future direction of the College and have a long-term impact on the shape of the curriculum and the composition of academic departments. Required steps and practices in the search process are clearly indicated throughout the main sections of this guidebook. Additional high-impact practices from a justice, equity, inclusion, and diversity (JEID) perspective are included in the appendices. The appendices also contain all relevant forms, templates, and examples needed to carry out the search process.

The practices in this guidebook have been synthesized from scholarship on equal opportunity hiring, past versions of this guidebook, and faculty hiring materials created by institutions such as Columbia University, Harvard University, Indiana University, Johns Hopkins University, Stanford University, UC Riverside and Irvine, and University of Washington.

When a department engages in a tenure-track faculty search, the following people are responsible for reading this guidebook and familiarizing themselves with the required and recommended practices: the Department Chair; the Search Committee Chair, and all Search Committee Members (including any members external to the department). The Search Committee Chair and Faculty Search Equity Committee (FSEC) Representative should review this guidebook thoroughly. When starting each new phase of the search, please consult the pertinent section of the guidebook as a reminder of processes and procedures.

Questions about the search approval process should be directed to the Associate Dean of Curricular Affairs, who serves as chair of the Academic Planning Committee (APC). After approval, questions regarding the procedural elements of the search, should be directed to the Associate Dean of Faculty Affairs or the Director of Academic Support Services in the Office of the Dean of the College (hereafter "the Dean's Office"). Questions about appointment to the FSEC should be directed to the Faculty Council President. Questions regarding the FSEC committee, FSEC Representative role, and FSEC procedures should be directed to the FSEC Chair. The Faculty Director for Equity & Justice may also consult. Questions pertaining to JEID more broadly should be directed to the Vice President for Equity & Justice (VPEJ). Questions about CIP data, described later in this guidebook, should be directed to the Director of the Office of Institutional Research.

'23-'24 List of Contacts:
- Dean of the College: Wendy Sternberg <sternberg@oxy.edu>
- Associate Dean of Curricular Affairs: Kathryn Leonard <leonardk@oxy.edu>
- Associate Dean of Faculty Affairs: Salvador Fernandez <fernande@oxy.edu>
- Associate Dean of Student Academic Affairs: Carolyn Brighouse <brighous@oxy.edu>
- Director of Academic Support Services: Patty Micciche <micciche@oxy.edu>
- Faculty Council President: John McCormack <mccormack@oxy.edu>
- FSEC Chair:
- Vice President of Equity & Justice (VPEJ):
- Faculty Director for Equity & Justice: Lan Chu <lchu@oxy.edu>
- JEID Education Specialist: José Cisneros <jcisneros@oxy.edu>
- Office of Equity & Justice Executive Assistant (VPEJ scheduler): Jasmine McKay <vpej@oxy.edu>
- Director for the Office of Institutional Research: Jackie Cameron <jcameron3@oxy.edu>

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Below is a list of the major phases of the search process. Approximate timelines for when these phases occur are also given. Some departments may start their searches later in the Fall.

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II. SEARCH APPROVAL

This section provides details on the phases of the search approval process.

A. Action Steps

Below is a list of the major action steps for departments and search committees during this phase of the search process, including the responsible person and the approximate timeline for each action.

Responsible Person	Action	*Timeline*
Department Chair	submit a Letter of Interest to Associate Dean of Curricular Affairs/APC	*~October (deadline announced each year by Dean's Office)*
Department Chair	submit T3 Full Proposal to Associate Dean of Curricular Affairs/APC	*~December (deadline announced each year by Dean's Office)*
Department Chair	send a list of CIP codes to the Office of Institutional Research (codes based on the speciality desired for the line)	*after the Full Proposal has been approved, and at least 1 month prior to submitting Search Plan*
Department Chair or Search Committee Chair	submit Search Plan to Director of Academic Support Services	*June 30th, 2023*

B. Letter of Interest

Each fall, the Associate Dean for Curricular Affairs will send an email to department chairs on behalf of APC with details about how to submit a Letter of Interest (LOI) to conduct a T3 hiring search. For the current year, this will be through a Google form. We provide a link here to the questions for the previous year's LOI, and anticipate that the current year's questions will be quite similar. APC will review the LOIs and communicate the result of those deliberations in November.

C. Full Proposal

Chairs of departments whose Letters of Interest are approved to move to a full proposal will submit the proposal by the last day of the semester in December. Extensions may be granted up to mid-January. Full proposals should be submitted by email to apc@oxy.edu. We provide here the proposal guidelines for the previous year, and anticipate that the current year's questions will be quite similar.

Departmental demographic data will be provided by the Dean's office to every department chair early in the academic year, and these data should be referenced in the proposal. For questions about the data, please contact the Associate Dean for Curricular Affairs, Kathryn Leonard.

D. The Search Plan

Congratulations! Your department has been approved to submit a full Search Plan. Notifications of this approval are normally sent to department chairs by the Dean's office in the Spring semester prior to the search year. The Search Committee Chair is responsible for submitting the Search Plan to the Director of Academic Support Services in the Dean's office by June 30th for departments that would like to post their position before the start of the academic year. The Search Plan will be reviewed and approved by the Dean's Office and the Office of Equity & Justice. The Search Committee Chair will serve as the point of contact for any necessary changes to the Search Plan based on this review.

The Search Plan consists of the following components (see below for detailed instructions on each component):
- Search Plan Form (see Appendix A of this guidebook)
  - Position Information
  - Search Committee Membership
  - Search Procedures & Timeline
  - Recruitment & Advertising Plan
- Appendices
  - Position Announcement
  - Evaluation Criteria
  - The position application that was previously submitted to the Academic Planning Committee (APC);
  - The department-specific faculty demographic data packet
    - To obtain the department-specific faculty demographic data packet: The Director of Institutional Research will provide you with data based on the CIP code(s) that are aligned to the major(s). You have the option of adding more/other CIP codes based on the speciality desired for the line.
    - **The Department Chair should send the additional Classification of Instructional Programs (CIP) Codes to the Office of Institutional Research at least 1 month prior to the submission of your Search Plan**. CIP Codes (Classification of Instructional Programs Codes) are a taxonomic scheme for tracking fields of study. Each department at the College has a list of CIP Codes that are recorded by the Registrar's office. However, the position you are searching for may have a different set of appropriate CIP codes, depending on the discipline of the search. A full list of CIP codes is available on-line. You can also search for CIP codes using discipline descriptors. If you would like more information on CIP codes, you can visit this FAQ site. Once you have determined which CIP codes are appropriate for your search, please send the list of codes to the Office of Institutional Research, which will then generate and send you the department-specific demographic data package for your search.
    - The FSEC Representative on your search committee will be fully trained on how to use this department-specific faculty demographic data package. For the purposes of developing your Search Plan, you can simply compare the national data to the departmental data to identify any minoritized groups that the search committee plans to target in their proactive recruitment. The national data reflect the average demographic percentages for people who have earned the terminal degree over the past five years in the disciplines associated with the CIP codes you provide.

Search Committee Membership

The first step is for the department to assemble the search committee. The search committee works in collaboration with members of the home department to draft the Search Plan. The department should strive to create a diverse search committee, including women, members of minoritized racial and ethnic groups, and members of other underrepresented groups.

The search committee must include a representative from the Faculty Search Equity Committee (FSEC) who must be from outside the department conducting the search. The Faculty Council (FC) President assigns faculty to serve on FSEC. The FSEC Chair, in consultation with the FC President, will work to appoint an FSEC representative to each search committee. The FSEC Chair will inform the Department Chair regarding which FSEC representative is appointed to their department's search. Departments should not select their own FSEC representative, although they are welcome to consult with the FSEC Chair regarding the FSEC representative appointment. Furthermore, the Search Committee Chair is required to consult with the FSEC Chair (or FC President if an FSEC Chair hasn't yet been identified) on the appointment of *any* external member of the search committee because, in many cases, an external search committee member can also serve as the FSEC representative.

The remaining committee members will include faculty members from the home department or, when relevant, from ancillary departments directly involved in the search. The search committee membership should be entered into the Search Plan Form (see Appendix A of this guidebook), which will be reviewed before approval by the Dean's Office.

Search Procedures & Timeline

The search procedures and timeline contain key information on the logistics of the search. These include:
- anticipated number of applicants, semi-finalists, and finalists
- key dates
- brief descriptions of the processes for how the search committee plans to review applicant files, incorporate students into the search, incorporate feedback from members of the College, and reach consensus on the evaluation of the final candidates
- outlines of how the search committee plans to structure semi-finalist and finalist (on-campus) interviews

The search procedures and timeline should be entered into the Search Plan Form (see Appendix A of this guidebook).

Recruitment & Advertising Plan
A comprehensive recruitment and advertising plan is an essential component of the search, and departments are expected to develop a robust and proactive plan. The Search Committee Chair works with the search committee, and other members of the home department, to develop this plan.

The Recruitment & Advertising Plan consists of the following components (see the Search Plan Form in Appendix A of this guidebook for details on each of these components):
- Publications & Job Boards
- Identity-Based Groups
- Professional Contacts
- Graduate Schools
- Other No-Cost Outlets
- Conferences

Significant changes to the Recruitment & Advertising Plan after the Search Plan has been approved should be communicated to the Dean's office first.

Please note, the position announcement should not be posted or distributed until the full Search Plan is approved

by the Dean's Office and the Office of Equity & Justice.

See the appendices of this guidebook for an example Recruitment & Advertising Plan and high-impact practices for recruitment and advertising.

The details of the recruitment and advertising plan should be entered into the Search Plan Form (see Appendix A of this guidebook).

Position Announcement

Please use the Position Announcement Template provided by the Dean's office to draft the position announcement to help ensure that it meets the requirements for Search Plan approval. The position announcement, sometimes called a job advertisement, is the primary source of information for potential applicants. As such, the announcement should be written to *attract* applicants, and should include the following:
- descriptions of the department and the College
- key characteristics of the position
- required qualifications
- preferred qualifications (if appropriate)
- application submission process and list of required submission materials
- a statement regarding the preliminary questionnaire
- Department-specific JEID language
- Equal Employment Opportunity statement, HR benefits statement, state and local laws statement, and the reasonable accommodations statement (all of which are found in the Additional Information section of the Position Announcement template)

The requested submission materials must include the following:
- teaching philosophy statement
- commitment to inclusive excellence statement (using the prompt in the Position Announcement Template)

The position criteria in the Search Plan must align with the position that was approved by APC and the Dean's office. Any changes from the approved position should be atypical, and can only be made with a direct request to the Dean's office and subsequent approval.

If you have a long and short version of your position announcement (as required for some disciplines), you must include both with your Search Plan.

See the appendices of this guidebook for issues to consider and high-impact practices when crafting an inclusive and effective position announcement.

The Position Announcement should be submitted as an appendix with the Search Plan Form.

Evaluation Criteria

Evaluation criteria represent the process by which the search committee will evaluate candidates as they progress through the candidate, semi-finalist, finalist, and final recommendation phases. These criteria are an evaluation instrument to be used *by* all search committee members *for* all applicants. By using standard, comprehensive procedures for evaluation, everyone involved in the process, from committee members to applicants, will know that the process is being carried out equitably, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement, but it should go beyond these minimum qualifications to include all of the metrics of evaluation that will be used by the search committee.

The evaluation criteria should contain the following components:
- *Criterion Description:* A description of each criterion that will be used.
- *Evidence:* The evidence that will show whether a candidate has ability or potential in relation to each

criterion. Some questions to consider include: What is the range of different experiences, accomplishments, or learning that we believe will meet this criterion? What specific material from the search process will be used to assess this criterion (e.g. CV, teaching philosophy, inclusive excellence statement, interview response)? How will we "know it when we see it?" Based on how the skill is used on the job, are there other ways to meet the criterion that we may have overlooked or not considered?

- *Priority:* An indication of the relative importance or weight of each criterion compared to others. Even for required qualifications, going beyond just "meeting" the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area.

Every search committee must include the following criterion: an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for underrepresented students.

The Evaluation Criteria can take a variety of forms. Please see the appendices of this guidebook for examples.

The Evaluation Criteria should be submitted as an appendix with the Search Plan Form.

Search Plan Appendices

When submitting the Search Plan Form (see Appendix A of this guidebook) please include the following required documents as appendices:
1. Position Announcement (see above for details)
2. Evaluation Criteria (see above for details)
3. The position application that was previously submitted to the Academic Planning Committee (APC);
4. The department-specific faculty demographic data packet
   a. To obtain the department-specific faculty demographic data packet, the **Department Chair should send the appropriate CIP Codes to the Office of Institutional Research at least 1 month prior to the submission of your Search Plan**. See above for full details regarding CIP Codes.

III. PREPARING FOR THE SEARCH

An effective search begins long before a new hire has been formally approved and the position announcement is posted. Departments should consider themselves to be always "searching." However, the search process ramps up after formal approval has been received. This section provides details on phases of the search process after formal approval and before the application submission deadline.

A. Action Steps

Below is a list of the major action steps for departments and search committees during this phase of the search process, including the responsible person and the approximate timeline for each action.

Responsible Person	Action	*Timeline*
Search Committee Chair	carry out proactive recruitment and advertising plan	*July-September (for early Fall searches) Aug-Oct for late Fall searches*
Search Committee Chair	coordinate the search process and timeline	*July-September*

FSEC Representative	participate in in-depth FSEC training	*August*
FSEC Representative	facilitate a training of the search committee	*September*
Search Committee Chair	hold first meeting of the search committee	*September*
Director of Academic Support Services	send an email to applicants acknowledging receipt of their materials, including link and instructions for demographic survey	*before application deadline*

B. Proactive Recruitment

After final approval of the Search Plan, **the Search Committee Chair should work with the Director of Academic Support Services in the Dean's Office and other members of the department and search committee to implement the approved proactive recruitment and advertising plan**.

The Dean's Office and Human Resources will post the position announcement on a default set of job boards, including the Oxy Faculty Positions website. In addition to these default posting locations, the Search Committee Chair should work with the Director of Academic Support Services to post the position announcement to the discipline-specific publication and job boards in the approved Search Plan. The Dean's Office will cover costs for these postings, not to exceed $2,500. All costs above this amount must be covered by the department's budget. The Search Committee Chair is responsible for ensuring that all other aspects of the approved recruitment and advertising plan are carried out. Additional high-impact practices for proactive recruitment can be found in the appendices of this guidebook.

C. The Search Committee

After final approval of the Search Plan has been received, **the Search Committee Chair should be in contact with the search committee and begin coordinating the search process and timeline** for the committee, including the initial training of the search committee.

Roles & Responsibilities

The primary role of the search committee is to engage in an effective and equitable process to recommend semi-finalists and finalists, and to provide a final recommendation to the Dean, including strengths and weaknesses of each of the final candidates. Below is an outline of the responsibilities of each role in the search committee.

Search Committee Chair

The Search Committee Chair is responsible for overseeing the search process. This responsibility includes the following.
- Ensure that the search process adheres to College guidelines, procedures, and policies
- Ensure that the approved Search Plan, including the Recruitment & Advertising Plan, is carried out
- Manage logistics of the search and coordinate with any staff members who are providing administrative support
- Share with search committee any high-impact search practices specific to the discipline (usually established by a professional association)
- Review past departmental search practices, procedures, and/or conditions that have been successful or

unsuccessful in recruiting and hiring faculty from underrepresented groups
- Partner with the FSEC Representative to provide evidence-based, just, equitable, and inclusive recruitment and hiring practices training for the search committee prior to reviewing applications
- Provide sufficient time for Search Committee Members to review applicant materials
- Schedule a sufficient number of search committee meetings for the full timeline of the search. Do this early to prevent calendars from getting filled during the crucial decision-making phase of the search.
- Lead the search committee in establishing clear ground rules and processes for committee meetings, screening applicants, discussing and evaluating candidates, interviewing semi-finalists and finalists, deliberating and consensus building, ensuring equity, and maintaining confidentiality during and after the search
- Ensure that the search committee does not move on to the next phase of the search until all required steps (e.g. trainings and approvals) have been completed
- Write, in partnership with the FSEC Representative, and submit all reports (using the forms provided in Appendix B of this guidebook) required throughout the search

FSEC Representative

The FSEC Representative is a specially-trained faculty member appointed to serve on the search committee as a resource and partner in promoting evidence-based, just, equitable, and inclusive faculty recruitment and hiring practices. All Search Committee Members are responsible for actively advocating for the College's commitment to JEID in the search process. The inclusion of the FSEC Representative on the committee advances this commitment by allowing one person to focus explicitly on these issues. The FSEC Representative is not responsible for controlling the outcome of the search, replicating the role of the Search Committee Chair, or assuming an understanding of others' motives, goals, or objectives. The FSEC Representative is a full voting member of the search committee. Therefore, they should be present at all search committee meetings and included in all communications pertaining to the search. They should also have the same access to applicant files and meetings with candidates as other members of the search committee. In addition to the responsibilities listed for other Search Committee Members, the FSEC Representative is responsible for the following.
- Participate in in-depth training on evidence-based, just, equitable, and inclusive recruitment and hiring practices and the FSEC structure and process
- Facilitate a training for their search committee on evidence-based, just, equitable, and inclusive recruitment and hiring practices
- Lead the search committee in defining JEID goals for the search at the onset of the process
- Facilitate thoughtful search committee dialogue about demographic data in the discipline and how faculty diversity might help the department close the gap between its current state and goals (e.g. attract a broader mix of majors, mentor a diverse group of students, offer different curricular or research opportunities, attract funding, etc.).
- Lead search committee discussions on strategies for attracting a diverse applicant pool that includes individuals from groups whose underrepresentation in the American professoriate has been severe and longstanding
- Emphasize high-impact practices for proactive and inclusive recruitment
- Support the Search Committee Chair in establishing clear ground rules for committee meetings to ensure equity
- Lead the search committee in incorporating JEID principles into the candidate evaluation process
- Review applicant materials to assess demonstrated commitment to, past evidence of, and future plans for JEID work, such as creating equitable opportunities for learning and mentoring especially for underrepresented students
- Guide the search committee in self-reflection about potential biases that may adversely affect the search process
- Help the search committee ensure equitable treatment of all candidates throughout the search process
- Monitor demographic data of the pool and apprise the committee of these data at each stage of the search process to help ensure equity
- Work with the Search Committee Chair to write all reports (using forms provided in Appendix B of this guidebook) required throughout the search
- Provide additional search-related JEID resources throughout the search
- Communicate regularly with the FSEC Chair, and seek assistance from them if equity concerns arise; if

needed, the FSEC Chair will consult with the VPEJ and/or the Dean to resolve these concerns
- Provide feedback to the FSEC Chair on the FSEC structure and process
- Meet regularly with other FSEC representatives to create a community of practice and to discuss challenges and opportunities appropriate to the group

Search Committee Members

Each Search Committee Member is responsible for the following.
- Read the Faculty Search Guidebook
- Attend every committee meeting. If one member is unable to attend a meeting, the Chair should first attempt to reschedule the meeting. If it is unavoidable to hold a meeting without a Search Committee Member, the Search Committee Chair should fill them in on the meeting and help ensure consistency and equal input.
- Participate in the training facilitated by the FSEC Representative
- Familiarize self with details of the approved Search Plan
- Work with the Search Committee Chair to establish clear ground rules and processes for committee meetings, screening applicants, discussing and evaluating candidates, interviewing semi-finalists and finalists, deliberating and consensus building, ensuring equity, and maintaining confidentiality during and after the search
- Engage in the proactive recruitment and advertising plan in the approved Search Plan
- Participate in JEID-related discussions and practices led by the FSEC Representative
- Spend the necessary time for a complete and thorough review of assigned applicant files
- Participate in semi-finalist interviews
- Participate in finalist interviews and on-campus visits
- Engage in consistent procedures to make evidence-based decisions throughout the search
- Adhere to confidentiality of the search, and not discuss applicants outside of deliberations in which all Search Committee Members are present

D. Search Committee Training

The FSEC Representative and the Search Committee Chair should ideally meet a few weeks prior to the first search committee meeting to plan the training of the search committee. The FSEC Representative will participate in a series of in-depth workshops led by the VPEJ and FSEC Chair to help prepare for this search committee training. During these workshops, information on the FSEC Representative role, the logistics of the search process, and a variety of evidence-based, just, equitable, and inclusive recruitment and hiring practices will be provided.

After attending these in-depth workshops, **the FSEC Representative should facilitate a training of the search committee**, one-hour in length, which will include information on evidence-based, just, equitable, and inclusive recruitment and hiring practices. This training is distinct from the first meeting of the search committee, and should occur before this first meeting. *All Search Committee Members must attend this training, and it must occur before the search committee begins reviewing applications*.

E. First Meeting of the Search Committee

In addition to the search committee training, **the Search Committee Chair should organize the first meeting of the search committee**, with support from the Director of Academic Support Services, to review all aspects of the Search Plan and to discuss and plan the logistics for the search. This meeting should include establishing clear ground rules and processes for committee meetings, screening applicants, discussing and evaluating candidates, interviewing semi-finalists and finalists, deliberating and consensus building, ensuring equity, and maintaining confidentiality during and after the search. Depending on the timeline for the search, the Search Committee Chair may assign applicant files to Search Committee Members at this meeting or at a subsequent meeting of the committee. Additional high-impact practices for the meetings of the search committee can be found in the appendices of this guidebook. *The first meeting of the search committee must occur before the search committee begins reviewing applications*.

F. Receipt of Applications and Demographic Survey

Upon receipt of each application, administrative support staff should send an email to applicants acknowledging receipt of their materials. Search Committee Chairs should work with administrative support staff to ensure all applicants receive this email. The email must include the link for the search's demographic survey along with instructions on this survey. Once the survey responses have been received, the complete applications will be forwarded to the Search Committee Chair by the Dean's office.

For inquiries about eligibility to work in the U.S. and the College's role in sponsoring new hires, replies may include the following language: "All faculty hires must be eligible to work in the U.S. before they can begin employment. The College is willing to provide H1B Visa sponsorship and, on a case-by-case basis, to offset the filing/legal costs for new tenure-track faculty hires."

IV. SCREENING, EVALUATING, AND INTERVIEWING

After the application deadline, **the search committee should begin screening applicants, evaluating candidates, and interviewing semi-finalists and finalists**. Careful advanced planning is required in order to effectively and equitably review dozens—sometimes hundreds—of applicant files. This section provides details on phases of the search process after the application deadline and before the offer is made to the final candidate.

A. Action Steps

Below is a list of the major action steps for departments and search committees during this phase of the search process, including the responsible person and the approximate timeline for each action.

Responsible Person	Action	*Timeline*
Search Committee Members	screen applicants to determine who meets minimum qualifications and moves forward as a candidate	*September-October*
Search Committee Members	evaluate candidates to determine who is recommended to move forward as a semi-finalist	*September-October*
Search Committee Chair	submit Search Report 1 (using form) with list of recommended semi-finalists to the Director of Academic Support Services (approval required)	*October-November*
Search Committee Members	interview and evaluate semi-finalists to determine who is recommended to move forward as a finalist	*October-December*
Search Committee Chair	submit Search Report 2 (using form) with list of recommended finalists to the Director of Academic Support Services (approval required)	*November-January*

Responsible Person	Action	Timeline
Search Committee Chair	coordinate logistical arrangements for the on-campus visits for finalists	*November-January*
Search Committee Members	interview and evaluate finalists	*December-January*
Search Committee Chair	submit Search Report 3 (using form) with final recommendation to the Director of Academic Support Services	*January-February*

B. Incomplete Applications

The search committee should decide on a consistent process for dealing with incomplete applications. It is acceptable to contact incomplete applicants to ask them to submit the outstanding pieces of the application as long as everyone who submitted an incomplete application within a given timeframe is treated consistently. Incomplete applications are missing one of the following: Cover letter, CV, Teaching Statement, Research Statement, or JEID statement. *Applications that remain incomplete must not be advanced to the next stage*.

C. STAGE 1: Screening Applicants

After the application deadline, based on the process established in the approved Search Plan and during the first meeting of the committee, **the search committee should begin screening complete applications to determine which applicants meet the minimum qualifications for the position as described in the position announcement**. *Applicants who do not meet the minimum qualifications must not be advanced to the next stage*.

The review of files should not begin until after the application due date and until after the Search Committee Chair has given assignments and instructions. Although it is hard to resist the curiosity, early and uneven review can prejudice the assessment of applicants.

The search committee must review only the materials requested. If, in the process of reviewing files, it becomes clear the search committee wants to see additional materials, they should request these materials from all candidates who have progressed to that stage of the search. Adequate time should be allotted to ensure every candidate has equal opportunity to prepare and submit these materials. Search Committee Members should never Google applicants or search for additional information outside of the official application materials. Should the search committee want to consult applicants' professional websites or other public information, the link should be requested as part of the application materials to ensure every applicant has equal opportunity to prepare these materials and has full knowledge that these materials are part of their assessment. Research publications listed in the applicant's CV may be considered part of the application materials whether or not links are included. *The search committee must remember that it is illegal to make judgments about applicants based on protected characteristics*: race, color, religion, sex, sexual orientation, gender identity, gender expression, pregnancy, breastfeeding or related medical condition, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic characteristic or information, military and veteran status, and other protected classes.

To ensure an effective and equitable search, it is important to minimize cognitive errors that can occur when overburdened. Biases include cognitive shortcuts that occur when we do not have adequate time to process information. To help with this, the Search Committee Chair should provide Search Committee Members a manageable amount of information to process and sufficient time for a thorough review of that information. Ideally, the Search Committee Chair would allow a few weeks between the assignment of applicant files and the

first deliberation meeting. During the first meeting of the search committee, Members should devise the most appropriate strategy to minimize overload. One of three general strategies could be employed depending on the size of the applicant pool.

Strategy #1: all Search Committee Members review all applicant files. This is the ideal strategy. If the size of the applicant pool is very large, one of the other two strategies may be considered.

Strategy #2: all Search Committee Members review only a subset of the application materials (e.g. CV and cover letter) during the first pass. Then the search committee agrees on a long list of applicants for which all Members read the remaining application materials. In this approach, Search Committee Members should err on the side of being more inclusive. If an applicant is "on the edge" during the first pass, it is preferable to include them in the long list because there may be evidence in their remaining application materials that increases the strength of their candidacy.

Strategy #3: the Search Committee Chair assigns subsets of the applications to each Search Committee Member. In this approach, every file should be read by at least two members of the search committee—never a sole reviewer—and the subsets of reviewers should be varied so as not to create mini-committees within the committee. In this approach, Search Committee Members should err on the side of being more inclusive. For example, if the reviewers do not agree on an applicant, that applicant should be brought back to the full committee for review.

D. STAGE 2: Evaluating Candidates

Applicants who meet the minimum qualifications as described in the position announcement become candidates for the search. Based on the process established in the approved Search Plan and during the first meeting of the committee, **the Search Committee Members should begin evaluating the candidates to determine who will be put forward as a semi-finalist**. *Semi-finalist interviews CANNOT be scheduled until formal approval of the list of semi-finalists, submitted as part of the Search Report 1, has been received by the Search Committee Chair from the Dean's Office*.

The search committee should evaluate the candidates based on the approved evaluation criteria and the just, equitable, and inclusive recruitment and hiring practices discussed during the training facilitated by the FSEC Representative. This evaluation typically includes asynchronous work by the individual Search Committee Members and deliberation meetings of the committee. Throughout all deliberations, the FSEC Representative is charged with supporting an inclusive and equitable process, as well as helping the committee work through cognitive errors and other biases. Search committees are encouraged to select as many semi-finalists as possible. The average tends to be 10-15 semi-finalists. Additional high-impact practices for evaluating candidates can be found in the appendices of this guidebook.

Search Report 1 (semi-finalists)

At the conclusion of STAGE 2, **the Search Committee Chair and FSEC Representative should work together to complete the first search report: Search Report 1**. The report is submitted as a Google form. A link to the form will be provided. The Chair will submit this completed Google form to the Director of Academic Support Services in the Dean's Office BEFORE contacting semi-finalists. The Dean will consult with others, including the VPEJ, before approving this report. *Semi-finalist interviews CANNOT be scheduled until formal approval of this report has been received by the Search Committee Chair from the Dean's Office*.

As part of Search Report 1, the FSEC Representative should analyze the demographic data for the applicants, candidates, and recommended semi-finalists to determine whether the ratio of underrepresented applicants has remained relatively consistent throughout the search. If underrepresented applicants fall out at a disproportionate rate, the FSEC Representative, Search Committee Chair, Dean, and VPEJ will query whether these trends are justifiable or if the committee needs to consider whether cognitive errors, other biases, or structural issues are at play that may require further action.

E. STAGE 3: Evaluating and Interviewing Semi-Finalists

After formal approval of Search Report 1 has been received by the Search Committee Chair from the Dean's Office, **the search committee should begin evaluating and interviewing the semi-finalists to determine who will be put forward as a finalist**. The Director of Academic Support services will contact your semi-finalists to schedule interviews at this stage. The search committee may contact other applicants and candidates at this point to let them know that they were not selected to progress through the search.

The search committee should evaluate the semi-finalist candidates based on the approved evaluation criteria and the just, equitable, and inclusive recruitment and hiring practices discussed during the training facilitated by the FSEC Representative. Typically, this evaluation includes a deeper inspection of the materials submitted with the application and the responses given during a short interview. All Search Committee Members should review all application materials for all semi-finalists. In addition to the existing application materials, the search committee may decide that there are additional application materials that need to be evaluated at this stage. If so, all of the semi-finalists should be asked for the same set of materials, and they should be given the same amount of time to prepare and submit these additional materials.

Search committees typically interview semi-finalists through videoconference. Face-to-face semi-finalist interviews at an academic conference are strongly discouraged due to equity issues, since not all candidates have the resources, time, and support to attend a conference for the purpose of interviewing. To help ensure that no candidate is inadvertently advantaged or disadvantaged, every candidate should be provided with the same interview circumstances, within reason.

The committee should work together to develop a standard set of interview questions to be asked of every semi-finalist. In addition to the standard questions, search committees may ask a limited number of candidate-specific questions. These may include follow-up questions or questions of clarification that came up during the review of application materials. The Search Committee Chair and FSEC Representatives should ensure that questions are tethered closely to the approved evaluation criteria and that none of the questions are illegal or inappropriate. Ideally, individual questions should be assigned to individual members of the search committee, so that every question is asked by the same person and in the same way.

Search committees are encouraged to interview as many semi-finalists as possible. The length of each semi-finalist interview should be 30-45 minutes. Shorter interviews typically allow search committee members to interview more semi-finalists, and a lot can be learned about the candidate in a relatively short amount of time.

All Search Committee Members should make every effort to attend all interviews. If one member is unable to attend, the Chair should first attempt to reschedule the interview. If it is unavoidable to hold an interview without a Search Committee Member, the Search Committee Chair should develop a process to help ensure consistency and equity. Semi-finalist interviews held on zoom may be recorded for absent committee members. A consent form is required and the recording should be viewed and then deleted within 24 hours of the interview. The Search Committee Chair should provide semi-finalists with the names and departmental affiliations of those who will be present at the interview.

After the interviews, semi-finalist evaluation typically includes asynchronous work by the individual Search Committee Members and deliberation meetings of the committee. Throughout all deliberations, the FSEC Representative is charged with staying attuned to an inclusive and equitable process, as well as helping the committee work through cognitive errors and other biases. Additional high-impact practices for evaluating semi-finalists can be found in the appendices of this guidebook. Through this evaluation, **the search committee should identify three finalists that they would like to invite for on-campus visits**.

Search Report 2 (Finalists)

At the conclusion of STAGE 3, the Search Committee Chair and FSEC Representative should work together to complete the second search report: Search Report 2. The report is submitted as a Google form. A link to this form will be provided. The Chair should then submit this completed Google form to the Director of Academic Support

Services in the Dean's Office BEFORE contacting finalists. The Dean will consult with others, including the VPEJ, before approving this report. *Finalist interviews CANNOT be scheduled until formal approval of this report has been received by the Search Committee Chair from the Dean's Office*.

As part of Search Report 2, the FSEC Representative should analyze the demographic data for the applicants, candidates, semi-finalists, and recommended finalists to determine whether the ratio of underrepresented applicants has remained relatively consistent throughout the search. If underrepresented applicants fall out at a disproportionate rate, the FSEC Representative, Search Committee Chair, Dean, and VPEJ will query whether these trends are justifiable or if the committee needs to consider whether cognitive errors, other biases, or structural issues are at play that may require further action.

F. STAGE 4: Evaluating and Interviewing Finalists

After formal approval of Search Report 2 has been received by the Search Committee Chair from the Dean's Office, **the search committee should begin evaluating and interviewing the finalists to develop a final recommendation for the Dean**. The Chair should begin contacting finalists to schedule interviews at this stage. The search committee may contact other candidates at this point to let them know that they were not selected to progress through the search. Alternatively, search committees may want to inform some semi-finalists who are not selected for an on-campus visit that they are alternates in the case that one of the finalists declines an on-campus visit or accepts a competing offer before their campus visit. However, the search committee should weigh the pros and cons of sending these messages at this point in the search.

The search committee should evaluate the finalist candidates based on the approved evaluation criteria and the just, equitable, and inclusive recruitment and hiring practices discussed during the training facilitated by the FSEC Representative. Typically, this evaluation includes a deeper inspection of the materials submitted with the application and aspects of an on-campus visit, including a teaching demonstration, a research talk, an interview, and feedback from meetings with various individuals and constituencies. All Search Committee Members should review all application materials for all finalists. In addition to the existing application materials, the search committee may decide that there are additional application materials that need to be evaluated at this stage. If so, all of the finalists should be asked for the same set of materials, and they should be given the same amount of time to prepare and submit these additional materials.

On-Campus Visit

Immediately after receiving approval of the list of finalists in Search Report 2, **the Search Committee Chair should work with administrative support staff and coordinate with the finalists on the logistical arrangements for the campus visits**, e.g. on-campus visit itinerary, travel, hotel accommodations, transportation to/from the airport, any special accommodations, such as dietary restrictions, etc.

The President will need a one-on-one meeting with each finalist, so checking the President's availability should be the first priority. The Dean will also need a one-on-one meeting with each finalist so checking the Dean's availability should be a top priority. The interview, teaching demonstration, and research talk should all be scheduled during times that all of the Search Committee Members are available.

On-campus visits will typically include the following components:
- teaching demonstration, *required*
- research talk (or other discipline-appropriate format), *required*
- interview with the search committee, *optional, but recommended*
- one-on-one meeting with the President (typically 30 mins), *required*
- one-on-one meeting with the Dean of the College (typically 30 mins), *required*
- a meeting with at least one of the academic Associate Deans, *required*
- one-on-one meetings with each Search Committee Member, *optional*
- campus tour, *optional, but recommended*
- meeting or meal with students from the department, *optional, but recommended*
- meetings with faculty in related departments or with overlapping areas of teaching or research expertise,

as relevant
- dinner with **up to 6 members** of the search committee and other members of the department, *required. The budget for dinners is $50 per person. If more than 6 people attend, that cost will be covered by the searching department.*
- exit meeting with the Search Committee Chair to discuss how the visit went and to answer any lingering questions that the candidate may have (typically 30-45 mins), *optional, but recommended*

The components included in the on-campus visits should be consistent for all finalists. It is acceptable to allow finalists to add unique aspects to their visit, such as a meeting with other members of the campus community, as long as this opportunity is provided to all finalists. If a finalist would like to meet with the VPEJ, the Search Committee Chair should contact the VPEJ's Executive Assistant. To help ensure that finalists are assessed on their performance—more so than the conditions in which they performed—teaching demonstration and research talks should ideally be scheduled for approximately the same times of day, in similar types of rooms (e.g., not putting one teaching demonstration in a large lecture hall and one in a small seminar room), etc.

Breaks should be scheduled throughout the visit, including especially time for the finalist to prepare directly before the teaching demonstration and directly before the research talk, as well as sufficient time for meals. The Chair should ensure that the finalists have a space in which to take their breaks, store their belongings, etc., and that water and snacks are available for the finalists in this space.

The search committee should determine who will escort the candidates from one meeting to the next, drive to/from dinner, share meals with the candidates, etc. The search committee should determine which Search Committee Member(s) will inform finalists about unique programs and benefits at Oxy, including the FYS program, senior comps, URC, CCBL, MSI, tenure process and standards, early-career leave and sabbatical policy, annual travel funds, faculty enrichment funds, housing, tuition remission, child development center, new faculty orientation, FYFLC and other CTE supports, CRS, etc. Some of these topics could be assigned to one-on-one meetings, to faculty driving the candidate to/from dinner, or when walking from one meeting to the next. *The search committee must remember that the on-campus visit is part of the recruitment process, and make every effort to help the finalist envision themself working at Oxy.*

The Director of Academic Support Services in collaboration with the Search Committee Chair should provide each finalist with a schedule for their visit, including the names and departmental affiliations of everyone they will meet, ideally at least two weeks prior to their visit. When sending this information, you should explain who the individuals are that they will meet with, the purpose of each meeting, and invite questions. Well in advance of the visits, each finalist's CV, cover letter, teaching statement, commitment to inclusive excellence statement, and research statement should be circulated, if applicable, to everyone meeting with the candidates, especially the President, Dean, and Associate Deans. Letters of recommendation should not be disseminated outside of the search committee, particularly to students. Additional high-impact practices for on-campus finalist visits can be found in the appendices of this guidebook.

Interview

Search committees typically interview finalists in person during the on-campus visit. To help ensure that no candidate is inadvertently advantaged or disadvantaged, every candidate should be provided the same interview circumstances, within reason. Interview questions should be developed under the same guidelines as those given for semi-finalist interviews.

All Search Committee Members should make every effort to attend all finalist interviews, teaching demonstrations, and research talks. If one member is unable to attend, the Chair should first attempt to reschedule the event. If it is unavoidable to hold one of these events without a Search Committee Member, the Search Committee Chair should develop a process to help ensure consistency and equity. Additional high-impact practices for interviews can be found in the appendices of this guidebook.

Feedback

The search committee should determine their approach to soliciting feedback for the components of the on-campus visit. Typically, the search committee will create a feedback form especially suited to each event: one for those attending the teaching demonstration; one for those attending the research talk; one for students meeting the candidate; etc. The search committee may decide to create separate forms for students and faculty. Questions on feedback forms should be tailored to the search committee's approved evaluation criteria. The search committee should also determine their approach for gathering and evaluating feedback from meetings that finalists have with other non-Search Committee Members. The search committee must discuss, ahead of time, how they will mitigate the effect of bias in any feedback received from the on-campus visit. Asking feedback providers for finalists' strengths and weaknesses, supported by evidence, rather than ratings and rankings can help with this issue.

After the On-Campus Visit

After the on-campus visits, finalist evaluation typically includes asynchronous work by the individual Search Committee Members and deliberation meetings of the committee. Feedback from non-Search Committee Members who met with the finalists may be collected and evaluated using as equitable a process as possible. Throughout all deliberations, the FSEC Representative is charged with staying attuned to an inclusive and equitable process, as well as helping the committee work through cognitive errors and other biases. Through this evaluation, the search committee should develop a final recommendation for the Dean.

Search Report 3 (Final Recommendation)

At the conclusion of STAGE 4, the Search Committee Chair and FSEC Representative should work together to complete the third search report: Search Report 3. This report is submitted as a Google form. A link to the form will be provided. The Chair will submit this completed form to the Director of Academic Support Services in the Dean's Office BEFORE an offer is made to the final candidate by the Dean. The Dean will consult with others, including the President and VPEJ, before approving this report. *An offer CANNOT be extended by any member of the search committee, including the Chair*.

As part of Search Report 3, in consultation with all Search Committee Members, the Search Committee Chair should include the final recommendation of the committee. This recommendation should indicate whether or not each finalist could successfully fill the position and a description of the areas of strength and areas of concern for each of the finalists. The goal of the search committee is to reach consensus on their final recommendation to the Dean. If this requires additional meetings, the Search Committee Chair should schedule them. The search committee should not rush their final decisions.

V. MAKING THE OFFER

This section provides details on phases of the search process after the Dean receives the final recommendation from the search committee and when an offer is made to the final candidate.

A. Action Steps

Although the Dean may consult the Search Committee Chair and other members of the search committee, no major actions are required by departments and search committees during this phase of the search process.

B. Making the Offer

The Dean will review the final recommendation of the search committee and consult with the President. The Dean will also consult with the VPEJ. The Dean will then extend an offer. Once this offer has been made, search committee and department members may contact the final candidate to congratulate them, to answer any questions they have, and to encourage them to accept the offer.

The Dean may engage in negotiation with the candidate. No one other than the Dean should make any promises or assurances to any candidates. Should the offer be declined, the Dean may consult with the Search Committee Chair and make an offer to another finalist candidate. Once an offer has been verbally accepted, the Dean's Office will send a contract. The Search Committee Chair may not notify the other finalists until after the signed contract has been received.

VI. AFTER THE SEARCH

This section provides details on phases of the search process after an offer has been accepted by the final candidate.

A. Action Steps

Below is a list of the major action steps for departments and search committees during this phase of the search process, including the responsible person and the approximate timeline for each action.

Responsible Person	Action	Timeline
FSEC Representative	evaluate the FSEC process	*March-early summer*
Search Committee Members	evaluate the search process	*March-early summer*
Search Committee Chair	contact all unsuccessful applicants, candidates, semi-finalists, and finalists to inform them that they were unsuccessful in the search	*March-early summer*
Search Committee Chair	submit Final Search Report (using form) to the Director of Academic Support Services	*March-early summer*

B. Evaluating the Search

After the final recommendation to the Dean has been made, the search committee should debrief and document how the search process went. In particular, the search committee should discuss what aspects of the search went well, which aspects could be improved. The FSEC Representative should also lead a discussion on the JEID-related aspects that went well and could be improved. Additional high-impact practices for evaluating the search can be found in the appendices of this guidebook.

C. Contacting Remaining Applicants and Candidates

After an offer is officially accepted, the Search Committee Chair should contact all unsuccessful applicants, candidates, semi-finalists, and finalists to inform them that they were unsuccessful in the search. It is customary to personalize the messages to semi-finalists and to call the finalists.

D. Welcoming and Supporting the New Hire

The Department Chair should work with the Search Committee Chair to develop a plan for connecting with the hired candidate between when the offer was accepted and the start of the appointment.

The Department Chair should work with the other members of the department to develop a plan for on-boarding the hired candidate after the start of the appointment.

Additional high-impact practices for welcoming and supporting the new hire can be found in the appendices of this guidebook.

E. Archiving Search Files

According to the College's retention policy, departments should retain all of the files for a search for at least five years and retain the application materials for the new hire for as long as they are active at the College, plus an additional five years. Search Committee Members should destroy all physical application materials and delete all electronic application materials.

Search Report 4 (after the search)

At the conclusion of all phases of the search, the Search Committee Chair, Department Chair, and FSEC Representative should work together to complete the Final Search Report. This report is submitted as a Google Form. A link to the form will be provided. *The Search Committee Chair should then email this completed form to the Director of Academic Support Services in the Dean's Office BEFORE the end of the academic year.*

VII.   ADDITIONAL INFORMATION

A. Internal and Known Candidates

Some candidates may be internal (have another position in the institution) and may be known by committee members. Some external candidates may also be known by committee members. A committee member may have encouraged promising candidates to apply for the position. These situations are not problematic unless a search committee member is unable to evaluate the candidate fairly and in a professional manner

In all cases in which an applicant has a relationship with the College (e.g., is a non-tenure track faculty member, an alumnus, or is related to an Occidental administrator, staff, or faculty member) the candidate must be evaluated according to the same criteria and processes as all other applicants. For example, we do not automatically extend an interview invitation to an internal candidate as a "courtesy." Also, although it is awkward to videoconference interview someone who is in an office down the hall, it is essential that all candidates have as similar an experience as possible. Should a search committee member have a close relationship with a candidate in a search, they should discuss the possibility of recusal with the Dean.

Search Committee Members should not participate in discussions, make recommendations, or in any way participate in decisions about any personnel matter which may directly affect an immediate family member.

Whether the candidate is known or unknown by members of the search committee, the search must follow all steps in the process. It is inappropriate to promise the candidate special consideration. Although a Search Committee Member may be well acquainted with the candidate's background, the committee may learn things through the process that were not known. For example, the committee will see how the candidate responds to the same questions the other candidates faced. It is not necessary to ignore what is known about an internal or known

candidate's job performance in order to treat all candidates in a non-discriminatory manner, just as you would not ignore such information about an external candidate. The objective is to evaluate all candidates fairly and professionally. If a committee member cannot be objective, recusal may be necessary.

B. Confidentiality

Search Committee Members are responsible for maintaining confidentiality during and after the search. Members should keep names of applicants, candidates, and semi-finalists confidential. Names of finalists invited for on-campus visits may be announced publicly, typically after consultation with finalists. Members should only discuss the search with members of the search committee and relevant administrators. Members should not discuss details of the search even after the search has concluded. Violating confidentiality can damage credibility and can cause candidates to pull out of the search.

APPENDIX A: SEARCH APPROVAL FORMS

This appendix contains the Search Approval Forms, which must be completed and turned in at various phases of the search approval process, as detailed in the guidebook. Details on the process for submitting a Letter of Interest and T3 Position Application will be provided by APC in the Fall of 2023.

APPENDIX A-1: SEARCH PLAN FORM

Instructions: *Email this completed form and the Appendices listed in Section F of this form to the Director of Academic Support Services in the Dean's office by **June 30th** for departments that would like to post their position before the start of the academic year. Please see the Faculty Search & Hiring Guidebook for additional details.*

A. Position Information

1. *Fill in the information below.*

   Department:

   Department Chair:

   Position Rank:

   Position Title:

   Position Field of Specialization:

   Target Date for Position Posting:

B. Search Committee Membership

1. *Fill in the information below. (Note: the FSEC Representative is appointed by the FSEC Chair, and will serve as the member who is external to the home department for the search)*

Role	Name	email	Rank	Department
Search Committee Chair				
FSEC Representative				
Member				
Member				
Member				
Member				

C. Search Procedures & Timeline

1. *Fill in the **anticipated number** for each key metric of the search below.*

Key Metric	Anticipated Number
Anticipated number of applicants:	
Anticipated number of semi-finalists:	
Anticipated number of finalists (3 is typical, more than 3 is rare and requires Dean's approval):	

2. *Fill in the key **search timeline** dates below.*

Search Aspect	Date(s)
Target date for position posting:	
Due date for applications:	
Due date for applicants' completion of the demographic survey (should be a minimum of two days after application due date):	
Target date for initial search committee meeting:	
Target date for FSEC Representative training for search committee:	
Target dates for additional search committee meetings:	
Target date for selecting semi-finalist candidates:	
Potential dates for Semi-finalist interviews:	
Target date for selecting finalist candidates:	
Potential dates for on-campus finalists visits:	
Target date for search committee meeting to discuss finalists:	
Target date for sending the evaluation of finalists to the Dean's Office:	

3. *Provide a <u>brief</u> description of the process by which the search committee will **review the applicant files**, including any planned division of labor.*

4. *Provide an <u>outline</u> of how the **semi-finalist interviews** will be conducted, including length and format (e.g. in-person or Zoom).*

5. *Provide an <u>outline</u> of how the **on-campus visits** will be arranged, including length, for research presentations, teaching demonstrations, and meetings with faculty, students, and administrators (e.g. Associate Deans, Human Resources). All finalists must meet with the Dean and with the President.*

6. *Provide a <u>brief</u> description of how **students** will be involved in the search, including the role of a student advisory board (if any), information to which they will have access, how student feedback on the candidates will be solicited, and their role in search committee deliberations or voting (if any).*

7. *Provide a <u>brief</u> description of how **feedback** from other members of the College will be synthesized and used to inform the search.*

8. *Provide a <u>brief</u> description of how the search committee will reach **consensus on the evaluation** of the final candidates, including how the committee intends to strive for consensus and what steps they will take if they are unable to reach consensus.*

9. *Provide a <u>brief</u> description of how and when the search committee will inform applicants who are unsuccessful.*

D. Recruitment & Advertising Plan

See the Example Recruitment & Advertising Plan in the appendices of the Faculty Search & Hiring Guidebook if you need guidance on what should be included in this section.

1. **Publications & Job Boards**

   The College will automatically post the position announcement on the following job boards:
   ● Oxy Faculty Positions website
   ● Chronicle of Higher Education jobs website
   ● HigherEdJobs website
   ● Inside Higher Ed careers website
   ● The Consortium for Faculty Diversity at Liberal Arts College (CFD) database

   In addition to the default posting locations given above, list at least one discipline-specific publication or job board below. The Dean's Office will review and approve these posting locations. The total cost for a search should not exceed $2,500. The Dean's Office will post and pay for approved postings.

Name of Publication/Board	Website	Cost Estimate	Requested Post Date	Preferred Duration
		$	Click to choose a date.	Choose a duration.
		$	Click to choose a date.	Choose a duration.
		$	Click to choose a date.	Choose a duration.

2. **Identity-Based Groups**

   *List at least one, ideally several, underrepresented identity-based group (e.g., ethnic, gender, sexual orientation) contact points within the discipline. This could include identity-specific job boards, list-serves, and other communication channels. The **department is responsible** for sharing the position announcement with these groups. The Dean's Office may cover the costs, pending approval. Additional rows can be added to this section as necessary.*

Name of Group	E-mail Address or Posting Website

3. Professional Contacts

*List all professional contacts who will receive a copy of the position announcement. A robust recruitment plan should include MANY professional contacts. The **department is responsible** for sharing the position announcement with these contacts. Additional rows can be added to this section as necessary, or a spreadsheet may be attached.*

Contact Name	E-mail Address

4. Graduate Schools

*List all graduate schools that will receive the position announcement. The contact name should typically be the graduate director or relevant department head. Be sure to include doctoral degree-granting HBCUs, Hispanic Serving Institutions, and Tribal Colleges, as well as other institutions relevant to the discipline from a range of geographical areas. The **department is responsible** for sharing the position announcement with these contacts. A robust recruitment plan should include MANY schools. Additional rows can be added to this section as necessary, or a spreadsheet may be attached.*

Institution Name	Contact Name	Contact E-mail Address	Special Designation (e.g. HSI, HBCU, Tribal)

5. Other No-Cost Outlets

*List all additional no-cost outlets (e.g. no-cost list-serves, no-cost website postings, social media channels). A robust recruitment plan should include several no-cost outlets. The **department is responsible** for sharing the position announcement through these outlets. Additional rows can be added to this section as necessary.*

List-Serve / Website / Other	E-mail Address or Posting Website

6. Conferences

List any conferences that will be attended by department representatives with the intention of networking and advertising the position. Additional rows can be added to this section as necessary.

Conference Name	Conference Date	Department Representative Name(s)

E. Position Announcement

*Use the **Position Announcement Template** to draft the position announcement for this search and submit it as an appendix to this form. Be sure to list the following as their own sections in the position announcement:*
- *Minimum Requirements*
- *Preferred Requirements*
- *Submission Materials*

1. *Does the position announcement align with the position that was approved by APC and the Dean? (If not, a direct request for approval must be made to the Dean with details on the differences.)*
   ☐ Yes ☐ No

2. *Are you submitting a short version of the position announcement? (This is not typical, but may be necessary for some disciplines. If so, submit the short version along with the long version as part of the Search Plan.)*

☐ Yes ☐ No

F. Evaluation Criteria

Submit the Evaluation Criteria as an appendix to this form.

Evaluation criteria represent the process by which the search committee will evaluate candidates as they are progressed to the candidate, semi-finalist, finalist, and final recommendation phases. These criteria are an evaluation instrument to be used by all search committee members for all applicants. By using standard, comprehensive procedures for evaluation, everyone involved in the process, from committee members to applicants, will know that the process is being carried out equitably, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement, but it should go beyond these minimum qualifications to include all of the metrics of evaluation that will be used by the search committee. See the Example Evaluation Criteria for additional guidance.

The evaluation criteria should contain the following components:
- Criterion Description: A description of each criterion that will be used.
- Evidence: The evidence that will show whether a candidate has ability or potential in relation to each criterion. Some questions to consider include: What is the range of different experiences, accomplishments, or learning that we believe will meet this criterion? What specific material from the search process will be used to assess this criterion (e.g. CV, teaching philosophy, inclusive excellence statement, interview response)? How will we "know it when we see it?" Based on how the skill is used on the job, are there other ways to meet the criterion that we may have overlooked or not considered?
- Priority: An indication of the relative importance or weight of each criterion compared to others. Even for required qualifications, going beyond just "meeting" the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area.

1. *Every search committee must include the following criterion:* an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for minoritized students.
   ☐ Please check here to confirm that this criterion has been included in your Evaluation Criteria.

G. Appendices

When submitting this Search Plan Form please include the following required documents as appendices:
1. Position Announcement (see above for details)
2. Evaluation Criteria (see above for details)
3. The position application that was previously submitted to the Academic Planning Committee (APC);
4. The department-specific faculty demographic data packet

2. *Based on the department-specific faculty demographic data packet, which of the following minoritized groups does the search committee plan to target in their proactive recruitment?*

☐ Asian American

☐ Black and African American

☐ Latinx and Hispanic

☐ Native American or Alaska Native

☐ Native Hawaiian or Other Pacific Islander

☐ Women

3. *Are there any other groups that the search committee plans to target in their proactive recruitment (If so, please specify below.)*
   ☐ Yes ☐ No

   If yes, please specify:

H. Acknowledgements

1. *Please indicate that all members of the search committee acknowledge the following conditions by checking the boxes below:*
   ☐ The Search Committee Chair must receive approval from the Dean before contacting potential semi-finalists

   ☐ The Search Committee Chair must receive approval from the Dean before contacting potential finalists

   ☐ The President makes the final hiring decision based on the advice of the Dean of the College after considering the recommendation of the search committee

   ☐ Only the Dean has the authority to make an offer to a final candidate

   ☐ The Dean has the authority to cancel or postpone the search

   ☐ The VPEJ has the authority at any stage of the search to recommend to the Dean that the search be canceled or postponed, or otherwise intervened in, due to equity or inclusion concerns

APPENDIX B: SEARCH REPORT FORMS

This appendix contains the Search Report Forms, which must be completed and turned in at various phases of the search, as detailed in the guidebook.

APPENDIX B-1: SEARCH REPORT 1 FORM (Semi-Finalists)

Instructions: The Search Committee Chair and FSEC Representative should work together to complete this form. A link to this form will be provided. The Chair will submit this form via Google Forms to the Director of Academic Support Services in the Dean's Office **BEFORE** contacting semi-finalists. Semi-finalist interviews **CANNOT** be scheduled until formal approval of this report has been received by the Search Committee Chair from the Dean's Office.

A. Position Information

1. *Report Submission Date:*

2. *Fill in the information below.*

   Department:

   Department Chair:

   Position Rank:

   Position Title:

   Position Field of Specialization:

3. *Has any of the position information been modified from the information that was given in the Search Plan approved by the Dean's Office? If yes, provide details of changes below.*
   ☐ Yes ☐ No

B. Search Committee Membership

1. *Fill in the information below.*

Role	Name	Rank	Department
Search Committee Chair			
FSEC Representative			
Member			
Member			
Member			

Member

2. *Has the composition of the search committee been modified from the composition that was given in the Search Plan approved by the Dean's Office? If yes, provide details of changes below.*
☐ Yes ☐ No

C. Search Procedures & Timeline

1. *Fill in the number for each key metric of the search below.*

Key Metric	Number
Number of incomplete applicants:	
Number of complete applicants:	
Number of candidates (applicants who meet the minimum qualifications):	
Recommended number of semi-finalists:	

2. *Fill in the key dates below.*

Search Aspect	Date(s)
Date that the position announcement was posted:	
Due date for applications:	
Due date for applicants' completion of the demographic survey:	
Date of initial search committee meeting:	
Date of FSEC Representative facilitated training for search committee:	
Dates of additional search committee meetings:	
Date that semi-finalist candidates were selected:	
Target dates for Semi-finalist interviews:	

3. *Provide a <u>brief</u> description of the FSEC Representative facilitated training structure and content.*

4. *Were any search committee members absent from the FSEC Representative facilitated training? If yes, provide details below, including a description of how absences were addressed.*
   ☐ Yes ☐ No

5. *Were any search committee members absent from any of the deliberation meetings? If yes, provide details below, including a description of how absences were addressed.*
   ☐ Yes ☐ No

6. *Was the process by which the search committee reviewed the applicant files modified from the process that was described in the Search Plan approved by the Dean's Office? If yes, provide details of changes below.*
   ☐ Yes ☐ No

D. Recruitment & Advertising

1. *Were any of the **publications or job boards** indicated in Section D1 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
   ☐ Yes ☐ No

2. *Were any of the **identity-based groups** indicated in Section D2 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
   ☐ Yes ☐ No

3. *Were any of the **professional contacts** indicated in Section D3 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
   ☐ Yes ☐ No

4. *Were any of the **graduate schools** indicated in Section D4 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
   ☐ Yes ☐ No

5. *Were any of the other **no-cost outlets** indicated in Section D5 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
   ☐ Yes ☐ No

6. *Were any of the **conferences** indicated in Section D6 of the approved Search Plan omitted from the recruitment and advertising efforts for this search? If yes, provide details of the omissions below.*
☐ Yes ☐ No

7. *Were any **efforts beyond those indicated** in the approved Search Plan added to the recruitment and advertising efforts for this search? If yes, provide details of the additional efforts below.*
☐ Yes ☐ No

E. Diversity & Demographic Data

1. *Which of the following minoritized groups did the search committee target in their proactive recruitment?*
   ☐ Asian American
   ☐ Black and African American
   ☐ Latinx and Hispanic
   ☐ Native American or Alaska Native
   ☐ Native Hawaiian or Other Pacific Islander
   ☐ Women
   ☐ Other (specify):

2. *Provide a description of the JEID goals for the search established by the committee at the onset of the process.*

3. *Does the FSEC Representative have any concerns about the demographic data distributions in Stage 1, 2, and/or 3 of the search? If yes, provide details below.*
   ☐ Yes ☐ No

F. Evaluation Criteria

1. *Were any changes made to the evaluation criteria that were submitted in the Search Plan approved by the Dean's Office? If yes, provide details of changes below and include the revised Evaluation Criteria as an appendix when submitting this Report Form.*
   ☐ Yes ☐ No

2. *Describe the process by which the search committee evaluated the following criterion for the candidates:* an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for minoritized students.

3. *Describe the process by which the search committee evaluated the Commitment to Inclusive Excellence Statement for candidates.*

G. Recommended Semi-Finalists

1. *Provide a bulleted list with brief descriptions of the reasons that candidates who met the minimum qualifications of the position were not put forward as semi-finalists. Do not include individual candidate names in this section, only general reasons.*

    -

2. *Fill in the information below for the candidates being put forward as semi-finalists.*

First Name	Last Name	Areas of Strength	Areas of Concern

H. Appendices

When submitting this Report Form, please include the following required documents as appendices:
1. Evaluation Criteria, if modified from those submitted with the approved Search Plan
2. The FSEC Representative Demographic Data Spreadsheet updated with the following:
    - *current departmental demographic data*
    - *Stage 1 (applicant) demographic data*
    - *Stage 2 (candidate) demographic data*
    - *Stage 3 (recommended semi-finalist) demographic data*

The demographic data for Stage 1 will automatically be provided to the FSEC Representative by the Director of Academic Support Services after the application deadline. To obtain data for Stages 2 and 3, the FSEC Representative should request that data from the Director of Academic Support Services. Demographic data will be sent back to the FSEC Representative as soon as possible.

I. Acknowledgements

1. *Please indicate that all members of the search committee acknowledge the following conditions by checking the boxes below:*
   ☐ The Search Committee Chair must receive approval from the Dean before contacting potential semi-finalists

   ☐ The Dean has the authority to cancel or postpone the search

   ☐ The VPEJ has the authority at any stage of the search to recommend to the Dean that the search be canceled or postponed, or otherwise intervened in, due to equity or inclusion concerns

J. Additional Information

1. *Does the Search Committee Chair have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   ☐ Yes ☐ No
   _____

   _____

2. *Does the FSEC Representative have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   ☐ Yes ☐ No
   _____

   _____

APPENDIX B-2: SEARCH REPORT 2 FORM (Finalists)

*Instructions: The Search Committee Chair and FSEC Representative should work together to complete this form focused on phases of the search process since Search Report 1 was submitted. The Chair will complete this report via a Google form. A link to the form will be provided. This must be submitted to the Dean's Office **BEFORE** contacting finalists. Finalist interviews **CANNOT** be scheduled until formal approval of this report has been received by the Search Committee Chair from the Dean's Office.*

A. Position Information

1. *Report Submission Date:*

2. *Fill in the information below.*

   Department:

   Position Rank:

   Position Title:

   Position Field of Specialization:

3. *Has any of the position information been modified from the information that was given in Search Report 1 approved by the Dean's Office? If yes, provide details of changes below.*
   Yes   No

B. Search Committee Membership

1. *Has the composition of the search committee been modified from the composition that was given in the Search Report 1 approved by the Dean's Office? If yes, provide details of changes below.*
   Yes   No

C. Search Procedures & Timeline

1. *Fill in the number for each key metric of the search below.*

Key Metric	Number
Number of semi-finalists:	
Recommended number of finalists:	

2. *Fill in the key dates below.*

Search Aspect	Date(s)
Date that semi-finalists were approved by Dean's Office:	
Dates of semi-finalist interviews:	
Date that finalist candidates were selected:	
Target dates for on-campus finalist visits:	
Target date for search committee meeting to discuss finalists:	
Potential dates for any additional search committee meetings:	
Target date for sending the evaluation of finalists to the Dean's Office:	

3. *Were any search committee members absent from any of the deliberation meetings during this phase of the search? If yes, provide details below, including a description of how absences were addressed.*
Yes   No

4. *Was the process by which the search committee reviewed the semi-finalists modified from the process that was described in the Search Plan approved by the Dean's Office? If yes, provide details of changes below.*
Yes   No

D. Diversity & Demographic Data

4. *Does the FSEC Representative have any concerns about the demographic data distributions during this phase of the search? If yes, provide details below.*
Yes   No

E. Evaluation Criteria

1. *During this stage of the search, were any changes made to the evaluation criteria that were submitted in the Search Plan approved by the Dean's Office? If yes, provide details of changes below and include the revised Evaluation Criteria as an appendix when submitting this Report Form.*
Yes   No

2. *Describe the process by which the search committee evaluated the following criterion for the semi-finalists:* an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for minoritized students.

3. *Describe the process by which the search committee evaluated the Commitment to Inclusive Excellence Statement for semi-finalists.*

F. Appendices

When submitting this Report Form, please include the following required documents as appendices:
1. Evaluation Criteria, if modified from those submitted with the approved Search Plan or Search Report 1
2. The FSEC Representative Demographic Data Spreadsheet updated with the following:
   - o *current departmental demographic data*
   - o *Stage 1 (applicant) demographic data*
   - o *Stage 2 (candidate) demographic data*
   - o *Stage 3 (semi-finalist) demographic data*
   - o *Stage 4 (recommended finalist) demographic data*

G. Acknowledgements

1. *Please indicate that all members of the search committee acknowledge the following conditions by checking the boxes below:*

   The Search Committee Chair must receive approval from the Dean before contacting potential finalists

   The President makes the final hiring decision based on the advice of the Dean of the College after considering the recommendation of the search committee

   Only the Dean has the authority to make an offer to a final candidate

   The Dean has the authority to cancel or postpone the search

   The VPEJ has the authority at any stage of the search to recommend to the Dean that the search be canceled or postponed, or otherwise intervened in, due to equity or inclusion concerns

H. Additional Information

1. *Does the Search Committee Chair have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   Yes   No

2. *Does the FSEC Representative have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   Yes   No

APPENDIX B-3: SEARCH REPORT 3 FORM (final selection)

*Instructions: The Search Committee Chair and FSEC Representative should work together to complete this form focused on phases of the search process since Search Report 2 was submitted. The Chair will submit this completed form via a Google Form to the Director of Academic Support Services in the Dean's Office **BEFORE** an offer is made to the final candidate by the Dean. A link to this form will be provided.*

A. Position Information

1. *Report Submission Date:*

2. *Fill in the information below.*

   Department:

   Position Rank:

   Position Title:

   Position Field of Specialization:

3. *Has any of the position information been modified from the information that was given in Search Report 2 approved by the Dean's Office? If yes, provide details of changes below.*
   Yes   No

B. Search Committee Membership

1. *Has the composition of the search committee been modified from the composition that was given in the Search Report 2 approved by the Dean's Office? If yes, provide details of changes below.*
   Yes   No

C. Search Procedures & Timeline

1. *Fill in the number for each key metric of the search below.*

Key Metric	Number
Number of finalists:	

2. *Fill in the key dates below.*

Search Aspect	Date(s)

Date that finalists were approved by Dean's Office:

_____

Dates of finalist interviews:

_____

Date of search committee meeting to discuss finalists:

_____

3. *Were any search committee members absent from any of the deliberation meetings during this phase of the search? If yes, provide details below, including a description of how absences were addressed.*
   Yes   No

   _____

   _____

4. *Was the process by which the search committee reviewed the finalists modified from the process that was described in the Search Plan approved by the Dean's Office? If yes, provide details of changes below.*
   Yes   No

   _____

   _____

D. Diversity & Demographic Data

1. *Does the FSEC Representative have any concerns about the demographic data distributions during this phase of the search? If yes, provide details below.*
   Yes   No

   _____

   _____

E. Evaluation Criteria

1. *During this stage of the search, were any changes made to the evaluation criteria that were submitted in the Search Plan approved by the Dean's Office? If yes, provide details of changes below and include the revised Evaluation Criteria as an appendix when submitting this Report Form.*
   Yes   No

   _____

   _____

2. *Describe the process by which the search committee evaluated the following criterion for the finalists:* an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for minoritized students.

   _____

   _____

3. *Describe the process by which the search committee evaluated the Commitment to Inclusive Excellence Statement for finalists.*

   _____

   _____

F. Final Recommendation

1. *Name of Finalist:* _____

2. *Does the search committee believe that this finalist could successfully fill the position?*
   Yes   No

3. *Provide a brief description of the strengths of this finalist below.*

   _____

   _____

4. *Provide a brief description of the areas of concern for this finalist below.*

   _____

   _____

5. *Were there any major dissenting opinions about this finalist within the search committee? If so, please provide a brief description of the nature of this dissention below.*
   Yes   No

   _____

   _____

6. *Name of Finalist:* _____

7. *Does the search committee believe that this finalist could successfully fill the position?*
   Yes   No

8. *Provide a brief description of the strengths of this finalist below.*

   _____

   _____

9. *Provide a brief description of the areas of concern for this finalist below.*

   _____

   _____

10. *Were there any major dissenting opinions about this finalist within the search committee? If so, please provide a brief description of the nature of this dissention below.*
    Yes   No

    _____

    _____

11. *Name of Finalist:* _____

12. *Does the search committee believe that this finalist could successfully fill the position?*
    Yes   No

13. *Provide a brief description of the strengths of this finalist below.*

    _____

    _____

14. *Provide a brief description of the areas of concern for this finalist below.*

    _____

    _____

15. *Were there any major dissenting opinions about this finalist within the search committee? If so, please provide a brief description of the nature of this dissention below.*
    Yes   No

    _____

    _____

16. *Are there any special considerations that the Dean should be aware of as they make the offer and engage in negotiations? If yes, provide details of changes below.*
    Yes   No

    _____

    _____

G. Acknowledgements

1. *Please indicate that all members of the search committee acknowledge the following conditions by checking the boxes below:*

    The President makes the final hiring decision based on the advice of the Dean of the College after considering the recommendation of the search committee

    Only the Dean has the authority to make an offer to a final candidate

    The Dean has the authority to cancel or postpone the search

    The VPEJ has the authority at any stage of the search to recommend to the Dean that the search be canceled or postponed, or otherwise intervened in, due to equity or inclusion concerns

H. Additional Information

1. *Does the Search Committee Chair have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
    Yes   No

    _____

    _____

2. *Does the FSEC Representative have any additional information that they would like to share about the search process thus far? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
    Yes   No

    _____

    _____

APPENDIX B-4: FINAL SEARCH REPORT (after the search)

*Instructions: The Search Committee Chair and FSEC Representative should work together to complete this form focused on phases of the search process since Search Report 3 was submitted. The Chair will submit this form to the Dean's Office **BEFORE** the end of the academic year.*

A. Position Information

1. *Report Submission Date:*

2. *Fill in the information below.*

    Department:

    Position Rank:

    Position Title:

    Position Field of Specialization:

3. *Has any of the position information been modified from the information that was given in Search Report 3 approved by the Dean's Office? If yes, provide details of changes below.*
    Yes   No

B. Search Committee Membership

1. *List the high-impact practices used to help ensure a diverse search committee composition.*

    •

C. Search Procedures & Timeline

1. *Was this search successfully completed (an offer was accepted)?*
    Yes   No

2. *Was the offer accepted by the first final candidate that was contacted by the Dean?*
    Yes   No

3. *Fill in the key dates below.*

Search Aspect	Date
Date that the offer was accepted:	

D. Diversity & Demographic Data

1. *Does the FSEC Representative have any concerns about the demographic data distributions during this phase of the search? If yes, provide details below.*
   Yes   No
   _____

   _____

E. Evaluation Criteria

1. *During this phase of the search, were any changes made to the evaluation criteria that were submitted in the Search Plan approved by the Dean's Office? If yes, provide details of changes below and include the revised Evaluation Criteria as an appendix when submitting this Report Form.*
   Yes   No
   _____

   _____

2. *Describe the process by which the search committee evaluated the following criterion for the finalists:* an applicant's demonstrated commitment to, past evidence of, and future plans for creating and advancing equitable opportunities for learning and mentoring, especially for minoritized students.
   _____

   _____

3. *Describe the process by which the search committee evaluated the Commitment to Inclusive Excellence Statement for finalists.*
   _____

   _____

F. Closing the Search

1. *Have all unsuccessful applicants, candidates, semi-finalists, and finalists been contacted to inform them that they were unsuccessful in the search? In no, provide details on the plan for closing out this aspect of the search.*
   Yes   No
   _____

   _____

2. *Describe the plan for connecting with the hired candidate between when the offer was accepted and the start of the appointment.*
   _____

   _____

3. *Describe the plan for on-boarding the hired candidate after the start of the appointment.*
   _____

   _____

G. Evaluating the Search

1. *What aspects of the search process went well?*
   _____

   _____

2. *What aspects of the search process could be improved?*
   _____

   _____

H. Additional Information

1. *Does the Search Committee Chair have any additional information that they would like to share about the search process? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   Yes   No

   _____

   _____

2. *Does the FSEC Representative have any additional information that they would like to share about the search process? This can include any issues, problems, or challenges that have come up during the search. If yes, provide details below.*
   Yes   No

   _____

   _____

APPENDIX C: TEMPLATES

This appendix contains the Position Announcement Template.

APPENDIX C-1: POSITION ANNOUNCEMENT TEMPLATE

<This is a template with suggested language that can be edited by the department. To use this template, fill in square bracket text with specifics. Angle bracket text is provided for guidance. Green text is required in the position announcement as written. Remove all angle-bracket text before submitting with the Search Plan.>

Occidental College
Department of [DEPARTMENT]
[RANK] Professor
[START TERM]

The Department of [DEPARTMENT] at Occidental College invites applications for a tenure-track [RANK] Professor of [DISCIPLINE] with appointment to begin [START TERM].

Position

<Insert a specific description of the position and responsibilities and/or modify the paragraph below to customize for the current position. Do not include qualifications in this section>

Occidental faculty are committed teacher-scholars who bring research and creative discovery to life for students in classrooms, labs, studios, and mentored projects. They teach broadly in the curricula of their departments, advise students, carry out research and creative work, and provide departmental, college-wide, and external service. In this position, your primary responsibilities will include the development and teaching of introductory and core courses in the discipline, including courses in your area(s) of specialization. Specific courses that you will teach include [COURSES]. You will also be responsible for producing scholarship <or creative work> commensurate with the requirements for tenure, and will be expected to develop a program of research that engages undergraduate students. You will also be expected to contribute to and participate in the life and development of the department, advise students, serve on committees, and participate in the broader college and disciplinary communities.

Required Qualifications

- <Please note, if an applicant does not have ALL required qualifications, they cannot move forward in the search. So, search committees should choose what to put in this section carefully.>
- <Listing required qualifications in bullet form make it easier for the applicant and the search committee to identify all requirements>
- <The qualifications listed below are only examples. The department should develop the required qualifications for the position and include them here.>
- [DEGREE] in [DISCIPLINE] with an emphasis in [SUBDISCIPLINE] or a related field
- <include possible ABD language here as necessary>
- demonstrated commitment to and excellence in undergraduate teaching
- a strong record of scholarly accomplishments appropriate to the level of appointment
- experience in working collaboratively with colleagues
- demonstrated potential for effective integration of technology into instruction
- demonstrated commitment to working effectively with students from minoritized and marginalized social groups
- ability to balance excellent teaching, scholarship, and service

- demonstrated commitment to the four cornerstones of the mission of the College: excellence, equity, community, and service

Preferred Qualifications

- <Preferred Qualifications are optional. They signal to the applicant other qualifications that the department will consider in addition to those that are required.>
- <The qualifications listed below are only examples. The department should develop the preferred qualifications for the position and include them here.>
- experience in [ANOTHER SUBDISCIPLINE]
- experience working collaboratively with local community organizations
- industry experience

Application Submission Materials

You must submit a complete application package electronically to be considered. To apply, please send the following required materials to [CONTACT USERNAME]@oxy.edu <The Dean's Office can supply this email address.>:

- <Listing the required submission materials in bullet or numerical list form is strongly recommended because it makes it easier for the applicant to identify all required submission materials>
- <The materials listed below are only examples. The search committee should decide the full list of required submission materials for the application and include them here.>
- Cover Letter in which you respond to the required and <preferred (if applicable)> qualifications
- Curriculum Vitae
- Research Statement
- Teaching Philosophy Statement <All departments must ask for this as part of the submission requirements.>
- <It is strongly recommended that departments do not ask for teaching evaluations / student satisfaction questionnaires as part of the application package given their high levels of bias and wide variation from one institution to the next.>
- Commitment to Inclusive Excellence Statement <All departments must ask for this (including the description below) as part of the submission requirements.>
    - This statement provides your unique perspective on your past and present contributions to and future aspirations for promoting justice, equity, inclusion, and diversity in your professional career. This should include your demonstrated commitment to, past evidence of, and future plans for creating equitable opportunities for learning and mentoring especially for students from marginalized and minoritized groups. The purpose of this statement is to help the department identify candidates who have professional experience, intellectual commitments, and/or willingness to engage in activities that could help the College contribute to its mission in these areas.
- List of three references with relevant contact information
    - If you advance to the finalist phase, you will be asked to have each of your three references submit a letter of recommendation. Please have these ready for the referents to submit should you move forward to this phase of the search. Do not submit these letters with your initial application. <Requesting letters of recommendation from finalists requires careful timing and good communication with the candidates. This is preferred over asking for them in the initial application package. However, letters of recommendation are an extremely biased tool. Departments should consider this carefully.>

Upon receipt of a complete application package, you will receive a preliminary questionnaire. Please complete this questionnaire to move forward in the search process.

Please direct all questions about the position to: [CONTACT NAME] at [CONTACT USERNAME]@oxy.edu or call [CONTACT PHONE].

Application Deadline

To be assured full consideration, your application materials must be received by [DEADLINE].

The Department and College

<Insert additional information about the department and college here that would be intriguing to a potential candidate. This is a good place to include specific information about the department's commitment to diversity, inclusion, equity, and justice, beyond the standardized language below.>

Additional Information <The information in this section is required.>

Occidental is an Equal Opportunity Employer and does not unlawfully discriminate against employees or applicants on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, pregnancy, breastfeeding or related medical condition, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic characteristic or information, military and veteran status, or any other characteristic protected by state or federal law. Occidental is strongly committed to increasing the diversity of the campus community and the curriculum, and to fostering an inclusive, equitable, and just environment within which students, staff, administrators, and faculty thrive. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals advancing the College's strategic equity and justice goals and those from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply. <This statement speaks to the college's legal obligation and JEID at the campus level. Departments are strongly encouraged to include additional language that speaks to diversity and inclusion at the department level earlier in the position announcement.>

Salary is commensurate with experience and qualifications. <Expected salary range can be inserted here. All other text in this section should remain unedited.> Moving expense reimbursement (up to $5000, taxable according to current IRS regulations), start-up funds, and a one-course reduction of teaching load in the first year are provided. A comprehensive benefits package is available that includes: excellent health, dental, life, and retirement benefits; tuition benefits for the employee, spouse, domestic partner, and dependents; additional extras including use of gym facilities and the College Library. For a detailed description of benefits, please visit https://www.oxy.edu/offices-services/human-resources/benefits-information.

All qualified applicants will be considered for employment, including those with criminal histories, in a manner consistent with the requirements of applicable state and local laws, including the City of Los Angeles' Fair Chance Initiative for Hiring Ordinance.

Occidental College is committed to working with and providing reasonable accommodations to applicants with qualifying disabilities. If you need a reasonable accommodation because of a disability for any part of the application or employment process, please contact Human Resources (hr@oxy.edu).

APPENDIX D: EXAMPLES

This appendix contains an example Recruitment & Advertising Plan, an example Position Announcement, and an example set of Evaluation Criteria

APPENDIX D-1: EXAMPLE Recruitment & Advertising Plan

Recruitment & Advertising Plan

1. **Publications & Job Boards**
   The College will automatically post the position announcement on the following job boards:
   - Oxy Faculty Positions website
   - Chronicle of Higher Education jobs website
   - HigherEdJobs website
   - Inside Higher Ed careers website
   - The Consortium for Faculty Diversity at Liberal Arts College (CFD) database

   In addition to the default posting locations given above, list at least one discipline-specific publication or job board below. The Dean's Office will review and approve these posting locations. The total cost for a search should not exceed $2,500. The Dean's Office will post and pay for approved postings.

Name of Publication/Board	Website	Cost Estimate	Requested Post Date	Preferred Duration
American Anthropological Association	https://careercenter.americananthro.org/jobs/	$500	08/29/22	60 days
Society for Applied Anthropology	https://www.appliedanthro.org/about/resources	$300	08/29/22	60 days

2. **Identity-Based Groups**
   *List at least one, ideally several, underrepresented identity-based group (e.g., ethnic, gender, sexual orientation) contact points within the discipline. This could include identity-specific job boards, list-serves, and other commination channels. The **department is responsible** for sharing the position announcement with these groups. The Dean's Office may cover the costs, pending approval. Additional rows can be added to this section as necessary.*

Name of Group	E-mail Address or Posting Website
Association for Latina and Latino Anthropologists Andrea Bolivar, Anthropology News Editor $200/month	cruztorres@alla.org
Association of Black Anthropologists Michelle Munyikwa, Anthropology News Editor $100/month	jobs.aba.org
Tribal College Journal, job board free	tribalcollegejournal.org

3. **Professional Contacts**
   *List all professional contacts who will receive a copy of the position announcement. A robust recruitment plan should include MANY professional contacts. The **department is responsible** for sharing the position announcement with these contacts. Additional rows can be added to this section as necessary, or a spreadsheet may be attached.*

Contact Name	E-mail Address
Christina Perry	cperry2@unm.edu
Mark Dyreson	mxd52@psu.edu
Thomas Hunt	tmhunt@austin.utexas.edu

Laura Misener	lmisene@uwo.ca
Bruce Kidd	bruce.kidd@utoronto.ca
See attached excel file for full list professional contacts gathered from all dept members	

4. **Graduate Schools**

   *List all graduate schools that will receive the position announcement. The contact name should typically be the graduate director or relevant department head. Be sure to include doctoral degree-granting HBCUs, Hispanic Serving Institutions, and Tribal Colleges, as well as other institutions relevant to the discipline from a range of geographical areas. The **department is responsible** for sharing the position announcement with these contacts. A robust recruitment plan should include MANY schools. Additional rows can be added to this section as necessary, or a spreadsheet may be attached.*

Institution Name	Contact Name	Contact E-mail Address	Special Designation (e.g. HSI, HBCU, Tribal)
Ohio State University	Sarah Panport	spanport@osu.edu	
Princeton University	Jane Doe	spo@princeton.edu	
Purdue University	Mike Stephen	mstephen@purdue.edu	
Stanford University	George Straight	dlcl@stanford.edu	
University of California, Berkeley	Steve Panga	spanga@berkeley.edu	MSI
University of New Mexico, Dept. of Anthro	Jose Rojas	jose@unm.edu	HSI
See attached excel file for full list of graduate schools gathered from all dept members			

5. **Other No-Cost Outlets**

   *List all additional no-cost outlets (e.g. no-cost list-serves, no-cost website postings, social media channels). A robust recruitment plan should include several no-cost outlets. The **department is responsible** for sharing the position announcement through these outlets. Additional rows can be added to this section as necessary.*

List-Serve / Website / Other	E-mail Address or Posting Website
All Department Member social media accounts	
Black Anthropologists listserv	
Latinx Anthropologists listserv	
Women Anthropologists Caucus	

6. **Conferences**

   List any conferences that will be attended by department representatives with the intention of networking and advertising the position. Additional rows can be added to this section as necessary.

Conference Name	Conference Date	Department Representative Name(s)
Athro Expo	July 2022	George Doe and Sarah Dei

APPENDIX D-2: EXAMPLE Position Announcement

Occidental College
Philosophy Department
Assistant Professor
Start Term: Fall 2024

The Philosophy Department at Occidental College invites applications for a tenure-track Assistant Professor of Philosophy with appointment to begin Fall 2023.

Position

We welcome applications from candidates who demonstrate promise of successful scholarship and dedication to teaching excellence in the context of a global and inclusive liberal arts education.

The successful candidate will have the demonstrated expertise to:

1. teach courses and mentor students in the *history* of at least one of the following philosophical traditions: African and/or Africana philosophy, Arabic and Islamic philosophy, Asian philosophy (including Chinese, Korean, Japanese, and Indian philosophy), or Native American philosophy <u>and</u>

2. contribute courses in early modern European history of philosophy *or* courses that complement those the Department already offers in <u>Mind & World</u>.

Our faculty teach courses which fulfill a range of requirements within the College's <u>Core Program</u>, including first-year writing seminars, and we value interdisciplinary connection to other programs. We are especially interested in candidates who are eager and able to teach these general education courses, and who can complement the existing curricula in one or more of the following: American Studies, Black Studies, Asian Studies, History, Religious Studies, or Spanish Studies.

Teaching responsibilities standardly include five courses per year. This position carries a 1:1 teaching load in the first year and a 2:2 load in the second, with standard responsibilities afterward. All faculty are eligible for a pre-tenure leave in the fourth year, pending favorable review and a one-semester sabbatical every fourth year after tenure. Our faculty are also expected to contribute to and participate in the life and development of the department, advise students, serve on faculty governance committees, and participate in the broader college and disciplinary communities.

Occidental College is committed to academic excellence in a diverse community and strongly encourages applications from candidates committed to the College's mission of equity, excellence, community, and service.

Required Qualifications

▪ Applicants should have training and expertise in relevant areas of the history of philosophy

▪ Applicants should hold a PhD in philosophy at the time of appointment

▪ Demonstrated commitment to and excellence in undergraduate teaching

▪ Demonstrated potential for an active research agenda

▪ Demonstrated commitment to working effectively with students from minoritized and marginalized social groups

Application Submission Materials

You must submit a complete application package electronically to be considered. To apply, please send the following required materials to philosophy@oxy.edu:

- Cover Letter that addresses the qualifications and responsibilities listed above
- Curriculum Vitae
- Research Statement
- Teaching Statement
- Commitment to Inclusive Excellence Statement
    - This statement provides your unique perspective on your past and present contributions to and future aspirations for promoting justice, equity, inclusion, and diversity in your professional career. This should include your demonstrated commitment to, past evidence of, and future plans for creating equitable opportunities for learning and mentoring especially for students from marginalized and minoritized groups. The purpose of this statement is to help the department identify candidates who have professional experience, intellectual commitments, and/or willingness to engage in activities that could help the College contribute to its mission in these areas.
- List of three references with relevant contact information
    - If you advance to the finalist phase, you will be asked to have each of your three references submit a letter of recommendation. Please have these ready for the referents to submit should you move forward to this phase of the search. Do not submit these letters with your initial application.

Upon receipt of a complete application package, you will receive a preliminary questionnaire. Please complete this questionnaire to move forward in the search process.

Please direct all questions about the position to: George Dei at gdei@oxy.edu.

Application Deadline

To be assured full consideration, your application materials must be received by Tuesday, November 1, 2022.

The Department and College

The Philosophy Department at Occidental College emphasizes the importance of community; reflective, critical, and open-minded engagement with a range of views about questions central to human life; and the application of philosophical ideas and methods in real-world contexts. Our curriculum is organized around four main areas: History of Philosophy, Diversity in Philosophy, Self & Community, and Mind & World. In addition to taking courses in each of these areas, our students take Experiential Learning courses that emphasize working with community partners or participating in structured activities outside the classroom. We are committed to supporting the academic excellence of our diverse student body, and we seek candidates who are equipped to advance the College's mission of excellence, equity, community, and service.

Additional Information

Occidental is an Equal Opportunity Employer and does not unlawfully discriminate against employees or applicants on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, pregnancy, breastfeeding or related medical condition, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic characteristic or information, military and veteran status, or any other characteristic protected by state or federal law. Occidental is strongly committed to increasing the diversity of the campus community and the curriculum, and to fostering an inclusive, equitable, and just environment within which students, staff, administrators, and faculty thrive. Candidates who can contribute to this goal through their teaching, research, advising, and other activities are encouraged to identify their strengths and experiences in this area. Individuals advancing the College's strategic equity and justice goals and those from groups whose underrepresentation in the American professoriate has been severe and longstanding are particularly encouraged to apply.

Salary is commensurate with experience and qualifications. Moving expense reimbursement (up to $5000, taxable according to current IRS regulations), start-up funds, and a one-course reduction of teaching load in the first year are provided. A comprehensive benefits package is available that includes: excellent health, dental, life, and retirement benefits; tuition benefits for the employee, spouse, domestic partner, and dependents; additional extras including use of gym facilities and the College Library. For a detailed description of benefits, please visit https://www.oxy.edu/offices-services/human-resources/benefits-information.

All qualified applicants will be considered for employment, including those with criminal histories, in a manner consistent with the requirements of applicable state and local laws, including the City of Los Angeles' Fair Chance Initiative for Hiring Ordinance.

Occidental College is committed to working with and providing reasonable accommodations to applicants with qualifying disabilities. If you need a reasonable accommodation because of a disability for any part of the application or employment process, please contact Human Resources (hr@oxy.edu).

APPENDIX D-3: EXAMPLE Evaluation Criteria

Evaluation Criteria Example 1

The evaluation of applicants to tenure-track positions will be completed in four stages: 1) applicants to candidates 2) candidates to semi-finalists; 3) semi-finalists to finalists; and 4) finalists to final recommendation to the Dean. A list of evaluation criteria is listed for each stage.

Applicants to Candidates:
Minimum Requirements
Requirement 1: yes/no
Requirement 2: yes/no
Requirement 3: yes/no
Requirement 4: yes/no

Candidates to Semi-Finalists:
Candidates will be selected as semi-finalists based on the following criteria and evidenced by letter of intent; CV, evidence of teaching; list of developmental courses taken and/or unofficial transcript; and evidence of scholarship

Criteria	Evidence[1]	Rating[2]	Priority	Comments
A strong foundation and training in developmental theory and research	1, 2, 5		1	
A commitment to providing high-quality undergraduate education	1, 2, 3, 4		2	
Potential for / demonstrated ability to teach students with diverse backgrounds at the undergraduate level	1, 2, 3, 4		3	
Potential for / evidence of scholarship related to child development	1, 2, 3, 6		4	
A research agenda that advances the health, development, and well-being of children and/or families	1, 2, 3, 6		5	
An interest in preparing undergraduates to work effectively with children, adolescents and families from diverse backgrounds	1, 2, 3, 4		6	
A demonstrated commitment to equity and inclusion in teaching, scholarship, and/or service	1, 2, 3, 4, 6		7	
Expertise in • race/ethnicity, inequalities, and/or cultural context in development; • development and learning in elementary school settings; or • advocacy/policy that advances the health, development, and	1, 2, 3, 4, 6		8	

well-being of children and/or families that have been historically marginalized in the United States			

[1] Sources: 1=letter of intent; 2=CV; 3=diversity statement; 4=evidence of teaching; 5=list of developmental courses taken and/or unofficial transcript; 6=evidence of scholarship
[2] Rating: 0=none or no evidence provided; 1=very poor; 2=poor; 3=fair; 4=very good; 5=excellent

Semi-Finalists to Finalists: Semi-finalists will be selected as finalists based on the following criteria and evidenced by zoom interview; recorded microteaching demonstration; and letters of recommendation

Criteria	Evidence[1]	Rating[2]	Priority	Comments
A strong foundation and training in developmental theory and research	1, 2, 3		1	
A commitment to providing high-quality undergraduate education	1, 3		2	
Demonstrated ability to teach students with diverse backgrounds at the undergraduate level	1, 2, 3		3	
An interest in preparing undergraduates to work effectively with children, adolescents and families from diverse backgrounds	1, 2, 3		4	
A demonstrated commitment to equity and inclusion in teaching, scholarship, and/or service	1, 3		5	
A research agenda that advances the health, development, and well-being of children and/or families	1, 3		6	
Expertise in race/ethnicity, inequalities, and/or cultural context in development, development and learning in elementary school settings, or advocacy/policy that advances the health, development, and well-being of children and/or families that have been historically marginalized in the United States	1, 3		7	

[1] Sources: 1=zoom interview; 2=recorded microteaching demonstration; 3=letters of recommendation
[2] Rating: 0=none or no evidence provided; 1=very poor; 2=poor; 3=fair; 4=very good; 5=excellent

Finalists to Final Recommendation:
A recommendation for a tenure-track hire will be based on the following criteria:

Ability to effectively teach students from diverse backgrounds in a variety of CAS courses based on the finalist interview, teaching demonstration, and feedback from faculty.
Comments:

Ability to conduct research at CSUF that advances the health, development, and well-being of children and/or families and adds to the current areas and interests of current faculty (based on past and current research as well as future research interests) based on the finalist interview, research presentation, and feedback from faculty.

Comments:

Ability to prepare undergraduates to work effectively with children, adolescents and families from diverse backgrounds based on the finalist interview, teaching demonstration, and feedback from faculty.
Comments:

Ability and commitment to joining department colleagues to further efforts focused on equity and inclusion based on the finalist interview and feedback from faculty.
Comments:

Ability to contribute to department, university, community, or professional service based on the finalist interview and feedback from faculty.
Comments:

Evaluation Criteria Example 2

	Qualitative Assessment	0 - 3
Ph.D.in Rhetoric and Composition, Digital Media, Technical/Professional Communication or a related field: multimodal composing, digital information literacy, writing across media, traditional and visual rhetoric (a, b, c, d)		must have
Evidence of research program for assistant professor or of research commensurate with an appointment as an associate professor, (a, b, c, e) **For associate professor:** - A book or several peer-reviewed articles/projects - Additional work in progress and future plans - Endorsement of references - Quality writing samples - Awards/grants, applied for and received **For assistant professor** - Published peer-review article(s) or project(s) - Work in progress and clear statement of future plans - Endorsement of references - Quality writing samples - Awards/grants, applied for and received		x 6
Evidence of potential for successful university teaching (a, b, c, d) **For associate professor:** - Teaching experience in FYW and other (relevant to dept) - Endorsement of references - Demonstrated commitment to teaching digital literacies - Prior experience in building a curriculum **For assistant professor:** • Teaching experience in FYW and other (relevant to dept) • Endorsement of references • Demonstrated commitment to teaching digital literacies • Expressed interest in building a curriculum		x 3
Evidence of service to field (a, b, c) **For associate professor:** • Committee chair/program director • Journal editor • Coordination of conferences • Community outreach • Reviews written • Leadership positions held • Other service **For assistant professor:** • Coordination of conferences • Community outreach • Reviews written • Leadership positions held • Other service		x 1
Commitment to promoting diversity and inclusion in the department and college (a, b, c, d, e) **For associate and assistant professor:** - Demonstrated interest in letter - Experience teaching diverse curriculum and/or populations - Course work - Evidence in writing sample and/or other research		x 1
OVERALL EVALUATION		

Key: 0=Not Qualified 1=Minimally Qualified 2=Competitive 3=Highly Competitive
Sources: a. letter of application, b. c.v., c. letters of reference, d. transcript, e. writing sample
Retrieved from: https://advance.uncc.edu/sites/advance.uncc.edu/files/media/198998.pdf

Evaluation Criteria Example 3 (Narrative Style)

The preferred qualifications are as follows:
1. Appropriate training and expertise in
    a. MFA in painting and drawing.
    b. Demonstrated engagement with African American visual culture and/or the African diaspora; or Asian American visual culture and/or Asian diaspora; or Chicanx / Latinx visual culture and/or the Latinx diaspora; or Native/Indigenous visual culture and/or the arts of the Native/Indigenous diaspora.
2. Record of or Potential for Effective Teaching
    a. Experience or potential to develop and teach courses in the following areas: i. Courses in their area of expertise that complement current departmental offerings and envision new curricular directions
        i. Courses centered on studio arts practices that engage with transnational and comparative approaches to the study of Black, Asian-American,
        ii. Latinx, or Native/Indigenous life and culture.
        iii. Required major courses including the senior comprehensive seminar
    b. Experience or potential for teaching introductory, intermediate and advanced courses in studio art informed by Black visual culture, Asian-American, Latinx or Native/Indigenous life and culture.
    c. Potential for designing community-based collaborative ventures, courses, and initiatives for the Art and Art History department.
    d. Demonstrated commitment to, past evidence of, and future plans for creating equitable opportunities for learning and mentoring especially for underrepresented students.
    e. An approach to teaching art that supports the goals of the Art and Art History Department, Oxy Arts, the mission of the College, and the President's Equity and Justice Initiative.
3. Record of or potential for excellent creative work, exhibitions, research and/or publications.
4. Skills and/or experience that suggest that the candidate will contribute effectively to department workload as well as future leadership in the department, such as:
    a. Experience with visiting artists, the ability to organize events, and to handle multiple tasks simultaneously.
    b. The ideal candidate will also possess good organizational skills and be able to work collaboratively with colleagues and support staff.
5. Commitment to teaching the studio arts within a liberal arts context; a commitment to curricular innovation as well as to the integration of Oxy Arts programming into the departmental curriculum and culture.

We will request the following materials for all applicants:
1. A cover letter detailing their interest in teaching art in a diverse liberal arts environment, and a brief discussion of their teaching experience, current creative work and/or scholarship, and administrative and leadership experience
2. A statement of teaching philosophy that includes a discussion of their teaching experience, preferred pedagogical practices, and demonstrated commitment to, past evidence of, and future plans for creating equitable opportunities for learning and mentoring especially for underrepresented students
3. An artist's statement that includes a discussion of their creative and/or scholarly work and plans for future creative work and/or research
4. Curriculum vitae
5. Twenty select images, video, website of art production
6. An example of arts-related writing (if applicable to the candidate's practice)

7. Evidence of teaching success (e.g. teaching portfolio, peer-teaching reviews).
8. Names of three persons who will write letters of recommendation that speak to the candidate's professional achievement and teaching abilities (letters of recommendation will be requested of candidates who make it to the semi-finalist list).

We will evaluate the following materials during the initial review of all applicants:
1. A cover letter detailing their interest in teaching art in a diverse liberal arts environment, the trajectory of their art practice, and a brief discussion of their teaching experience and current art production
2. A statement of teaching philosophy that includes a discussion of their teaching experience, preferred pedagogical practices, and demonstrated commitment to, past evidence of, and future plans for creating equitable opportunities for learning and mentoring especially for underrepresented students
3. Inclusive excellence statement
4. An artist's statement/research statement that includes a discussion of their creative work and plans for future creative work and research
5. Sample syllabi for ARTS 102 (Introductory Painting), ARTS 202, and an upper division thematic elective.
6. Curriculum vitae

If two candidates are judged equal, we will privilege the one with more experience or a more robust track record (vs. candidates with potential) in the above areas.

During the semi-finalist review, we will evaluate the following materials in addition to those evaluated during the initial review:
1. Evidence of teaching success
2. Samples of artistic and/or scholarly work. During the semi-finalist video conference interviews, we will also pose questions to assess all criteria.
3. Three letters of recommendation from persons who can speak to the candidate's professional achievement and teaching abilities.

In our finalist review, we will assess the following through campus visits.
1. Review committee's assessment of teaching demonstration
2. Review committee's assessment of artist talk
3. Review committee's assessment of group and one-on-one interviews
4. Feedback from students

APPENDIX D-4: EXAMPLE Commitment To Inclusive Excellence Statement Rubric

Additional information on these types of candidate statements can be found through the links below:
- Golash-Boza, Tanya "The Effective Diversity Statement." Inside Higher Ed. June 10, 2016.
- Martin, Suzanne "Diversity Statement Workshop." Graduate Student Commons, University of California-Santa Cruz.
- University of Notre Dame, Graduate Career Services. "Diversity Statements."

Commitment to Inclusive Excellence Statement Rubric Example 1

Rubric Assessing Candidate on Diversity, Equity and Inclusion – Cornell University

Awareness/Understanding of Diversity, Equity and Inclusion	
Weak	Uses vague terms to describe diversity without indicating an awareness or understanding of challenges underrepresented individuals in higher education face and the factors influencing underrepresentation of particular groups in academia. No indication of efforts to educate self about diversity topics in higher education. Discounts the importance of diversity. Unaware of demographic data about diversity in specific disciplines or in higher education. Uncomfortable discussing diversity-related issues.
Average	Demonstrates some qualities consistent with weak and strong characteristics.
Strong	Understands and is knowledgeable of diversity from either personal experience or education about the experiences of those with identities different from one's own. Sophisticated understanding of differences stemming from ethnic, socioeconomic, racial, gender, disability, sexual orientation, and cultural backgrounds and the obstacles people from these backgrounds face in higher education. Familiar with demographic data relevant in higher education. Provides examples of programs to address climate or underrepresentation. Understands challenges experienced by underrepresented individuals in higher education. Addresses why it's important for faculty to contribute to meeting the above challenges.
Experience Promoting Diversity, Equity, Inclusion	
Weak	Limited experience or plans for advancing diversity, equity and inclusion in the classroom, service activities and through research. Description of efforts are brief or vague. May have attended a workshop or read books, but no interest in participating in efforts to enhance a welcoming climate for all.
Average	Shows aspects of weak and strong characteristics. May have attended several activities (conferences, student organizations, talks). Shows commitment to addressing diversity, equity, inclusion through research, teaching or service but not through all three categories.
Strong	Significant direct experience advancing diversity, equity and inclusion through research, service and teaching. Examples may include advising an organization supporting underrepresented individuals; addressing attendees at a workshop promoting diversity, equity, inclusion; creating and implementing strategies and/or pedagogy to encourage a respectful class environment for underrepresented students; serving on relevant university

	committee on diversity, equity and inclusion; research on underrepresented communities; active involvement in professional or scientific organization aimed at addressing needs of underrepresented students.
	Track record spans career stages and provides examples as undergraduate or graduate student and in faculty positions, if appropriate.
Plans to Advance Diversity, Equity, Inclusion at Cornell	
Weak	Unclear what unique efforts candidate would undertake at Cornell. Merely says they would do what is asked, if hired.
	May have participated peripherally in efforts promoting equity diversity, equity and inclusion.
Average	Plans are vague without mentioning objectives, expected outcomes, specific tasks.
Strong	Details plans to promote diversity, equity and inclusion through research, service and teaching at Cornell and within their department and/or campus-wide.
	References ongoing efforts at Cornell and ways to improve and modify them to advance diversity, equity and inclusion.

http://facultydevelopment.cornell.edu/rubric-assessing-candidate-on-diversity-equity-and-inclusion/

Commitment to Inclusive Excellence Statement Rubric Example 2

Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

Knowledge about Diversity, Equity, and Inclusion

1 - 2

• Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.

• Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."

• Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."

• Seems not to be aware of, or understand the personal challenges that underrepresented inviduals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

3

• Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

4 - 5

• Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.

• Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.

• Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.

• Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.

• Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion

1 - 2

• Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).

• Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.

• Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

Berkeley
UNIVERSITY OF CALIFORNIA
Office for Faculty Equity & Welfare - August 2018

| 3 | • May have participated extensively in a single activity. Less clear that there is an established track record.
| | • Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.
| | • In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
| | • Membership in a student or professional organization that supports underrepresented individuals |

| 4 - 5 | • Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
| | • Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activites undertaken or partcipated in as an undergraduate, graduate student and postdoctoral scholar)
| | • Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
| | • Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
| | • Served as a leader in a student or professional organization that supports underrepresented individuals |

Plans for Advancing Diversity, Equity, and Inclusion

| 1 - 2 | • Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
| | • Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
| | • States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities. |

| 3 | • Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?) |

| 4 - 5 | • Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
| | • Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
| | • References activities already taking place at Berkeley and in the field, and how additional or new activites would advance equity and inclusion.
| | • Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences) |

Commitment to Inclusive Excellence Statement Rubric Example 3

University of Nebraska Lincoln Rubric

Diversity and Inclusion Statement Extended Rubric

Indicators	(4) Exceptional or Clearly Addressed	(3) Adequate or Addressed Somewhat Clearly	(2) Fair or Addressed but Unclear	(1) Poor or Not Addressed	Row Score
(A) Knowledge and Awareness	Uses sensitive language, demonstrates comfort when describing diversity-related issues	Mostly uses sensitive language, demonstrates some comfort when describing diversity-related issues	Some attempts at using sensitive language, awkwardness / discomfort when discussing diversity-related issues	Does not use sensitive language, relies on clichés and platitudes, overly general statements, etc.	
Aspects of diversity (e.g., race, ethnicity, culture, gender, sexual orientation, socioeconomic status, disability status, immigration status, first-generation)	Identifies and discusses many intersectional aspects of diversity	Identifies and discusses some intersectional aspects of diversity	Identifies and discusses only the most commonly regarded aspects of diversity (e.g., race, gender) with no considerations for intersectionality	Identifies and discusses only one aspect of diversity	
Importance of inclusion	Discusses inclusion as an active process; recognizes barriers that individuals and groups face	Discusses inclusion somewhat passively; recognizes some barriers that individuals and groups face	Distinguishes inclusion from diversity but does not elaborate much or recognize barriers that individuals and groups face	Does not distinguish inclusion from diversity	
Consequences of inequality	Discusses challenges created by inequality in terms of resources, access, and opportunity	Discusses a few challenges created by inequality in terms of resources, access, or opportunity	Mentions inequality as a source of challenges, but does not elaborate much	Does not discuss inequality or associated challenges or does so poorly	
Consequences of underrepresentation	Discusses (under)represent-tation and the role it plays in inclusion and creating an atmosphere of belonging	Discusses (under)representation and some general consequences	Mentions (under)representation with little discussion of consequences	Does not discuss (under)representation or does so poorly	
(B) Experience and Activities	Activities span professional arenas (e.g., teaching AND outreach/service) and show consistent track record appropriate for career stage	Activities span professional arenas (e.g., teaching AND outreach/service) that have happened inconsistently / intermittently OR are disproportionately infrequent for career stage	Activities are within one professional arena (e.g., only teaching) and have happened inconsistently / intermittently OR are disproportionately infrequent for career stage	Does not describe experience/activities related to diversity and inclusion (*if scoring 1 here, all other scores in (B) should be 1*)	
With students / student programs	Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Activities are described in depth	Describes multiple instances of involvement with diversity/inclusion groups, programs, etc. Little detail provided	Describes a single instance of involvement with diversity/inclusion groups, programs, etc.	Does not describe any instances of involvement with diversity/inclusion groups, programs, etc. or does so poorly	
Adapting teaching practices	Demonstrates attention to diversity/inclusion in teaching practices	Demonstrates some attention to diversity/inclusion in teaching practices	Vague mention(s) of diversity/inclusion in relation to teaching	Does not mention diversity/inclusion in relation to teaching or does so poorly	
Mentorship, research activities, etc.	Demonstrates attention to diversity/inclusion in research and mentoring activities	Demonstrates some attention to diversity/inclusion in research and mentoring activities	Vague mention(s) of diversity/inclusion in relation to mentorship, research activities, etc.	Does not mention diversity/ inclusion in relation to mentorship, research activities, etc. or does so poorly	
(C) Plans	Plans are contextualized within the goals and challenges of the University and the state of Nebraska	Plans are contextualized within the goals and challenges of the University OR the state of Nebraska	Plans described without reference to the goals and challenges of the University or the state of Nebraska	Does not describe plans for future activities related to diversity and inclusion (*if scoring 1 here, all other scores in (C) should be 1*)	
Involvement with or creation of programs, initiatives, etc. that advance equity at the College and/or University	Describes specific activities/ programs and plans to get involved; identifies specific ways to advance equity at the College and/or University	Describes plans to get involved; identifies specific ways to advance equity that may not specifically impact the College and/or University	Mentions interest in getting involved with activities/ programs that advance equity at the College and/or University but does not describe anything specifically	Does not describe planned involvement with any activities/ programs that advance equity at the College and/or University or does so poorly	
Involvement with or creation of programs, initiatives, etc. that advance equity in the community, in K12 settings, etc.	Describes detailed plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Describes general plans to advance diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Mentions interest in advancing diversity and inclusion goals beyond the University through community outreach activities, K12 programs, etc.	Does not mention plans to advance diversity and inclusion goals beyond the University or does so poorly	

APPENDIX E: HIGH-IMPACT PRACTICES

This appendix contains high-impact practices for various aspects of the search process.

APPENDIX E-1: HIGH-IMPACT PRACTICES – Recruitment & Advertising

Research and experience show that effective searches are aggressive, are advertised broadly, and employ both creative networking and innovative search strategies. Search committees should look beyond the standard vehicles for job announcements in the field, and should include the various professional journals and websites that serve underrepresented graduate students and scholars.

All efforts made by the search committee to identify and disseminate information to a broad and diverse candidate pool should be documented in the Recruitment & Advertising Plan. For a list of organizations that can be contacted to help in recruiting a diverse candidate pool, see below.

Hiring outstanding faculty members begins long before an offer is made. Professional involvement on the part of the department and search committee members, including participation in professional organizations and other gatherings, can be important sources of information useful in faculty searches and may offer connections to a variety of qualified candidates. Similarly, graduate schools offer rich pools of qualified candidates. It is important to consider how to reach not only traditional candidates, but also candidates from underrepresented groups who might be left out of populations reached by the "usual" methods by which positions are announced and advertised.

Search committees should think creatively about how to communicate the position announcement to a diverse population. Personal and professional contacts can be extremely effective in exploring avenues for reaching diverse applicant populations. Contacting affinity organizations within or related to the discipline can also be effective. See the list of outreach resources as an appendix to this document.

Beyond print media, social media, electronic bulletin boards, organizational web sites, professional newsletters, and conferences should be used for this purpose. Graduate schools can also provide a direct link to a qualified and diverse pool of candidates who are completing their education; of special focus should be those schools that have historically served and currently serve underrepresented groups. A list of historically Black colleges and universities can be found at hbcuconnect.com/colleges/. A list of Hispanic-serving institutions can be found at www.hacu.net/hacu/HSIs.asp. Search committee members should be aware that their own networks may not be sufficient for identifying and encouraging applicants from underrepresented groups. Broad representation on search committees, as well as efforts to advertise beyond personal networks, can help in navigating this challenge.

The search committee should make every effort to reach all potential candidates, being mindful that qualified candidates may be found with degrees from academic institutions of varied prominence. Committee members should also be aware of recent faculty members on visiting, adjunct, or tenure-track positions at other schools who may be interested in coming to the College. In addition to placing job announcements in professional venues, the search committee is expected to aggressively pursue the following proactive recruiting procedures as early as possible in the search process:

- Utilize professional networks and contacts, including affinity organizations within or related to the discipline, and graduate programs of schools that serve underrepresented groups
- Identify the offices and/or people who have recently been involved in efforts to increase the diversity of students with advanced degrees in the field. For example, the American Economic Association runs a summer program for undergraduates from diverse backgrounds to help them develop mathematical skills and encourage them to attend graduate school. The National Science Foundation runs programs to help diversify the Ph.D. pool in the sciences, including "Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers" and "Research in Disabilities Education," to help recruit and retain women and people with disabilities. The people running such programs will have the names of many top candidates in the pipeline. Send the position announcement to these people and ask for nominations and/or that they pass the announcement along to possible candidates.
- Invite the junior scholars you have networked with at conferences or mentored to apply for the position.

- Scan or review past and upcoming conference programs, websites of leading graduate programs in the field you are searching for, and websites listing fellowship/grant awardees for underrepresented scholars. Send personalized invitations to these scholars to apply.
- Contact faculty at graduate institutions—especially those with a strong record of producing scholars from underrepresented groups and women scholars—asking them to forward your job ad to their students, and asking them for names of graduate students or recent Ph.D.'s you might invite to apply.
- Explore job advertising opportunities in web listings or newsletters of diverse organizations.
- Contact leading minority scholars in the field and heads of departments at institutions with diverse populations in their graduate programs.
- Note that the diversity of programs is often regional - for example, universities in the southwest often have larger Native American and Latino populations than do eastern schools
- Contact alumnae/i who are in graduate school, recently granted advanced degrees, or currently in faculty positions. Send them the position announcement and ask for nominations or request that they convey the announcement to others who could help broaden and diversify the applicant pool. Stress the department's commitment to increasing faculty diversity.
- Contact minority fellowship associations or consortiums such as the Ford Foundation Diversity Fellowship and the Consortium for Faculty Diversity (CFD). Contact these candidates and encourage them to apply.
- Search for national or university-specific graduate student organizations or conferences for students from diverse backgrounds (e.g. the minority student organization at the UC Berkeley Chemistry Department; the Native American graduate student organizations at Universities of Michigan, Illinois, and Oklahoma). Write to officers or contact persons and send the position announcement.
- If a response to emails is not received, follow up with a telephone call. This will provide an opportunity to share more information about the position and personally convey the College's and the department's commitment to diversity and the critical importance of achieving a diverse applicant pool.

Even if these outreach efforts do not result in an appointment that significantly enhances diversity at the College, these efforts help communicate that the College is serious about recruiting and retaining a diverse faculty, which can be helpful for future searches.

International Recruitment:
- If you are promoting your position internationally, add a note in the email about what a liberal arts college is - small class sizes, teaching intensive, we do our own grading, and heavy administration loads - so international candidates understand what this means. Liberal arts colleges are particular to the United States; many countries do not have a comparable type of institution.
- Consider in your rubric what you are looking for in terms of publication record, and take into account that different countries have different metrics, preferred publication forums, etc. Also consider why and how people may have published in lesser known journals that are not available on JSTOR and other major search engines.
- Consider different types of grants - do some research on the grant agencies that your candidates may have received grants from. Some of these are extremely prestigious and competitive, even if in the U.S. they are not recognized.
- When encountering international letter writers, consider how cultural differences may lead them to represent candidates less enthusiastically than in the U.S. In many Commonwealth countries, for example, U.S. letter writers are considered hyperbolic. Therefore, for example, a letter writer from Australia who says their candidate is "quite good" is often the equivalent of an American "excellent."
- Consider how your international candidate may add to diversity and different cultural perspectives in your department.
- Additionally, inclusive teaching can look very different across countries and cultures. Consider how you can adapt your reading and interpretation of materials to gain an understanding that a surface level reading may lead you to pass over.

Outreach Resources

American Council on Education
Maintains resume banks for top administrative positions.
(202) 939-9300
www.acenet.edu

American Indians in Science and Engineering (AISES)
Magazine published quarterly plus online advertising
(505) 765-1052
www.aises.org
info@aises.org

American Society of Women Accountants
Online job listings plus chapter contacts throughout Indiana
(703) 506-3265 or (800) 326-2163
www.aswa.org
aswa@aswa.org

Association for Women in Science
Research and academic positions; published six times per year plus online advertising
(202) 326-8940
www.awis.org
awis@awis.org

The Black Collegian Online
Targeted to recent African American B.A./B.S. graduates seeking professional positions, month-long advertising online.
(504) 523-0154
www.black-collegian.com

Diverse Issues in Higher Education
Academic and administrative positions are published 26 times a year.
(703) 385-2981 or (800) 783-3199
www.diverseeducation.com

HigherEdJobs.com
(814) 861-3080
www.HigherEdJobs.com/

Hispanic Outlook in Higher Education
Published 26 times a year, it is the sole Hispanic journal on today's college campus that reaches a broad cultural audience of educators, administrators, students, student service, and community-based organizations, plus corporations.
(201) 587-8800
www.hispanicoutlook.com
pub@hispanicoutlook.com

Insight to Diversity
National EEO recruitment publication directed to females, minorities, veterans, and individuals with disabilities.
(314) 991-1335 or (800) 537-0655
www.insightintodiversity.com

IMDiversity.com
Online advertising for professional and technology positions

(504) 523-0154
www.imdiversity.com
sales@imdiversity.com

The Journal of Blacks in Higher Education
www.jbhe.com/jobs.html

Minority On-Line Information Service (MOLIS)
Utilizing appropriate technology, MOLIS provides value-added services that promote education, research, and diversity on a national level for minority institutions in partnership with government, industry, and other sectors.
(800) 253-3349 or (301) 975-0103
www.molis.org
molis@sciencewise.com

National Association of Black Accountants
Online job listings and placement service
(301) 474-NABA
www.nabainc.org

The Registry
National Registry of Diverse & Strategic Faculty is a service designed to help connect current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions.
(806) 742-2369
www.theregistry.ttu.edu

Society for Advancement of Chicano & Native Americans in Science (SACNAS)
Published six times per year plus online advertising
(831) 459-0170
www.sacnas.org
info@sacnas.org

Society of Women Engineers
Maintains database of resumes plus listserv on jobs.
(212) 509-9577
www.swe.org
hq@swe.org

Women in Higher Education
Great resource to reach 12,000 women who have administrative careers in higher education.
(608) 251-3232
www.wihe.com
career@wihe.com

Women in Technology International
Computing, science, and technology positions
(818) 342-9746 or (800) 334-WITI
www.witi.org
info@witi.com

World Computer Society
Academic and professional positions
(714) 821-8380
www.computer.org
advertising@computers.org

APPENDIX E-2: HIGH-IMPACT PRACTICES – Position Announcement

Crafting a thoughtful and inclusive position announcement is one of the most important steps in ensuring a diverse and highly qualified faculty. Detailed below are some strategies for achieving this goal.

Qualifications and Skills

The first step in crafting the position announcement should be the identification of essential responsibilities and qualifications related to the position. The following questions are especially germane:
- What degree is required?
- What are the disciplinary requirements?
- What sub-discipline expertise is required?
- What type of teaching experience is required?
- What types of research and publication records are required?
- Is a history of and/or potential for grant acquisition required?
- Is a past record of service to a department and/or institution required?
- Is a record of leadership required?

Once the essential qualifications have been identified, they can be incorporated into the position announcement. Those qualifications/skills that are essential should be identified as "Required," while secondary qualifications/skills should be acknowledged as "Preferred." These qualifications/skills should be used in the initial screening of all applicants.

Other Points to Consider

- What qualities/characteristics would predict high performance in the position?
- What are the current and future needs of the department?
- How "open" can the search be while still meeting the needs of the department? (e.g. do you really need a person focused on late 14th century Middle English literature with specific expertise in the Irish dialect of the Kildare Poems? Or, can you "open" the search to include a larger group of qualified applicants?)
- Ensure that each qualification relates to the job and the needs of the department.
- Be flexible with arbitrary numeric measures (e.g. number of publications, years of experience)
- Set clear criteria for the evaluation of candidates, and be sure that the position announcement allows candidates to submit evidence that can be used in this evaluation.
- Communicate genuine value of diversity in position announcement.
  - focus on the needs of the students
  - tie into the mission of the department and institution
  - "experience with cultures other than their own"
  - "demonstrated success working with diverse populations of students"
- What are the opportunities for the person in this position, and how can they be highlighted?

Context: the position announcement should also provide potential applicants with a view of the College and department beyond simply listing the position-specific information. This context should help the applicant picture themselves working here and being successful.

Diversity and Inclusion Language: the position announcement should prominently feature language regarding the College's commitment to justice, equity, inclusion, and diversity, and it should be written to attract the widest possible range of candidates. The statement in the Position Announcement template addresses legal requirements and equal employment opportunity. Departments are highly encouraged to also include additional language that speaks to diversity and inclusion at the department level.

Candidate Commitment to Inclusive Excellence Statement: the position announcement must specify that

applicants are required to submit a Commitment to Inclusive Excellence Statement. This statement provides the candidate's unique perspective on their past and present contributions to and future aspirations for promoting diversity, inclusion, equity, and social justice in their professional careers. The purpose of the statement is to help departments identify candidates who have professional experience in, intellectual commitments to, and/or willingness to engage in activities that could help the College contribute to its mission in these areas. Search committees must consider the candidates' inclusive excellence statements as part of the overall evaluation process, and candidates who do not submit a statement should be considered to have an incomplete application package.

An inclusive excellence statement can take a variety of forms. For example, it can address how the candidate engages with a diverse range of students in the classroom. It can address how the candidate incorporates inclusion into their teaching materials and methods. It can discuss how a candidate can administratively support diversity among students, staff, and faculty. It can consider how a candidate addresses diversity in their research or artistic activity. It can describe past experience working with members of groups that are traditionally underrepresented or marginalized. It can discuss past diversity-related activities in teaching, research, mentoring, committee service, and community service. Some faculty candidates may not have substantial past activities in these areas, so they may instead focus on future plans in their statement.

Student Teaching Evaluations: these evaluations are well-known to be biased, particularly against members of minoritized groups. It is strongly recommended that the position announcement not require applicants to submit student teaching evaluations / student opinion questionnaires. Instead, the search committee should request other types of evidence for evaluation of teaching excellence, such as a small teaching portfolio, a teaching philosophy, sample syllabi, or examples of graded student work. The search committee should ensure that these solicitations do not result in onerous or costly work for the applicants. It is possible to ask for this evidence of teaching excellence after the applicant pool has been reduced to the candidate or semi-finalist pool in order to reduce the workload for applicants.

Letters of Recommendation: it is strongly recommended that the position announcement only request a list of references, with relevant contact information, and that official letters of recommendation be requested at the finalist stage, if at all. This practice helps ensures the largest pool of applicants, and reduces time spent by the search committee in evaluating applicants early in the process. Research has shown that recommendation letters tend to produce confirmation bias - that is, the reader finds evidence in the letter to support a perspective they already had based on other factors. Additionally, research has also shown that recommendation letters can be biased for and against certain groups (e.g. letters for men tend to focus on professional achievements, while letters for women focus on their relationship skills). Furthermore, research shows that search committees can be swayed by the prestige of the letter writer, which may not be correlated to the applicant's potential. Also, applicants from minoritized groups have been shown to be systematically denied opportunities to work with these more prestigious letter writers. Moving the submission of the letters to later in the process or removing it altogether can help mitigate some of the effects of these sources of bias.

Transcripts: it is recommended that the position announcement not require candidates to submit official transcripts until they are finalists or until the background check phase. This practice helps ensures the largest pool of applicants, and reduces time spent by the search committee in evaluating applicants early in the process.

APPENDIX E-3: HIGH-IMPACT PRACTICES – Screening and Evaluation

Initial Screening

The purpose of the initial screening is to determine which applicants meet the minimum or required qualifications for the position. Typically, required qualifications can be divided into three categories:

1) Qualifications that can be assessed using a simple litmus test, e.g. type of degree, experience in a specific area, number of years of experience, etc.
2) Qualifications that require a deeper understanding or subjective interpretation of the applicant and their materials to assess, e.g. ability, commitment, or passion in a specific area
3) Qualifications that cannot be assessed until later in the search process, such as through interviews or other modalities, e.g. oral communication skills, interpersonal skills, depth of knowledge in a specific area, etc.

The initial screening is focused on the first category of requirements. Applicants that meet these requirements can be moved forward as candidates for the position.

Required Qualifications vs. Preferred Qualifications

All required qualifications must be met for a candidate to be hired. These qualifications should include only those absolutely necessary for the work of the position being hired. Preferred qualifications are the additional characteristics that the ideal candidate would bring to the position that would predict even better performance on the job. Although preferred qualifications can be used to screen applicants if there are a large number of applications, they should ideally be used to inform the remaining evaluation criteria.

Evaluation Criteria

Evaluation criteria go beyond the minimum and preferred qualifications, and should represent the process by which the search committee will evaluate candidates as they are progressed to the semi-finalist, finalist, and final recommendation phases.

These criteria are an evaluation instrument to be used for all applicants. By using standard, comprehensive procedures for evaluation, everyone involved in the process, from committee members to applicants, will know that the process is being carried out equitably, predictably, and consistently. The instrument should be tailored to include the required and preferred qualifications stated in the position announcement as well as any additional metrics of evaluation that will be used by the search committee and hiring manager.

It may be useful to have three separate evaluation forms, one for initial evaluation to determine the candidates (those who meet minimum requirements), one to determine the semi-finalists for preliminary interviews, and one to determine the finalists for on-campus interviews.

State of the Art

The search committee should meet to establish its procedures and plan for receiving and evaluating applications. Current research on implicit cognitive and structural bias identifies a need to invest time early in the hiring process (ideally before the position is posted, but at least before applications are reviewed) for developing well-defined evaluation criteria. **The goal is for the search committee to reach agreement about what is needed for candidates to meet each qualification, and how/when candidates will be evaluated on those qualifications.** Performing this task before advertising the position lets us "test" whether the qualifications are likely to produce the intended results, and to refine them if needed. Being rigorously accountable to the criteria at all remaining stages of the search can mitigate unintended cognitive bias.

To some, this process may seem frustrating and unnecessary—especially if you have not used it before—but faculty, administrators, and staff report that it saves time, prevents confusion, and mitigates unintentional bias throughout the selection process. The process is most successful when developed through a committee

conversation about each evaluation criterion; this approach captures the breadth of committee member perspectives while ensuring that everyone understands the qualifications in the same way before evaluating applications.

Screening and Evaluation Criteria Components

The evaluation criteria should contain the following components:

Evaluation Criterion: A description of the criterion that will be used.

Relationship to Job: To broaden our thoughts about how someone might meet a given criterion, we first determine what each qualification allows the appointee to do in the position. Which position duties require it? Why is it needed, how is it used in the job, and what would be difficult or impossible without it? Does this qualification suggest a detailed set of critical position skills that are not otherwise articulated? If so, what are the specific skills we expect that meeting this qualification will predict? Is this criterion actually a proxy for a different skill/qualification?

Evidence: How will the candidate demonstrate their ability or potential in relation to each criterion? What is the range of different experiences, accomplishments, or learning that we believe will meet this qualification; "how will we know it when we see it?" For example, if you have a degree requirement that includes "other relevant disciplines," what are those disciplines? Once the initial range of criteria is captured, consider who we might miss if we limit ourselves to interpreting it only in one way. Based on how the skill is used on the job, are there other ways to meet the criterion that we may have overlooked or not considered? Ask "how else could it be met" at least five times before continuing.

Evidence Material: What specific material from the search process will be used to assess this criterion? If it will be assessed using more than one piece of materialor at more than one stage of the search, what are we looking for at each stage? When will we eliminate candidates for not meeting the criterion?

Priority: how important is this criterion compared to others? Even for required qualifications, going beyond just "meeting" the requirements to bring additional strength in one area may be more valuable than bringing additional strength in another area. Identifying the relative priority or importance should be completed after all other information has been developed for all criteria.

Interviewing

In interviewing both semi-finalists and finalists, it is crucial that all candidates be treated in the same manner. The search committee must use the same format (e.g. phone, video, conference) to interview all candidates from the longlist, including internal candidates. Likewise, the same questions should be asked of all candidates, preferably in the same order and by the same interviewer; tailored questions specific to each candidate's area of expertise and experience should also be framed similarly. Search committees should also use a common evaluation rubric for the questions asked of each candidate in addition to notes regarding the substance of candidates' responses.

The interview is also an opportunity for candidates to get a sense of the campus community, to discuss intellectual, research, and pedagogical interests, and to gauge the seriousness of the department/program's commitment to diversity. It is important that the search committee establish a welcoming and supportive tone. Subtle messages from a search committee to a candidate can have devastating effects. Consequently, judgments about a candidate's performance may be biased as much by the effect the committee had on the candidate as by the candidate's performance in and of itself. A search committee that is viewed by a candidate as "going through the motions," being hostile to certain candidates, or being generally cold and uncaring is very likely to discourage good candidates. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates.

A majority of committee members must interview each candidate, and, whenever possible, all committee members should interview all candidates. When conducting a virtual interview, it is becoming more common to ask the candidate permission to record the interview, only for internal use by the DSC, in case a committee

member is not able to attend. Here is some suggested language for requesting permission from the candidate: "It is possible that someone from our search committee may not be able to attend your interview. Do we have your permission to record the interview? The recording will solely be used for the search committee members unable to attend the session, and the recording will be deleted after they have viewed the video."

The following are examples of acceptable and unacceptable inquiries for candidates. Many of these inquiries will not typically arise during a normal faculty position interview; the guidelines below apply in informal portions of the interaction with candidates as well. If the committee has any doubts about areas of inquiry, it is strongly encouraged to consult with HRDI. It is important to note that questions that seek to determine a candidate's work eligibility should only be asked by the Dean or HRDI.

- **Age**: it is acceptable, but not typical, to determine whether candidates meet any relevant age requirements of the position, but not for other purposes. Committees cannot require that an applicant provide proof of age before hiring. Committees cannot ask questions that may tend to identify applicants over 40 years of age.
- **Birthplace and Citizenship**: it is acceptable to determine whether candidates are currently authorized to work in the U.S., but not to inquire about their birthplace and citizenship.
- **Conviction, arrest, and court records**: it is acceptable, but not typical, to ask about actual convictions (not arrests) that reasonably relate to the applicant's fitness to perform the particular job. It is not acceptable to ask about arrests, court records, or convictions if not substantially related to functions and responsibilities of the particular job.
- **Disabilities**: it is acceptable to ask questions about the applicant's ability to perform job-related functions (work eligibility), so long as the questions are not phrased in terms that seek to elicit information as to whether the candidate has any disability. It is acceptable to ask an applicant to inform the employer of any reasonable accommodation needed to take a pre-offer examination, interview, or job demonstration. It is acceptable, but not typical, to ask, for example: "How many days were you absent from work last year (without asking the reason for the absence)?" "This job requires an employee to prepare written reports containing detailed analysis, often within tight timeframes. Can you perform this function with reasonable accommodation?" It is acceptable, but not typical, to ask an applicant to demonstrate physical abilities if such activities are essential job functions. Conversely, interviewers cannot ask "Are you disabled?" or other questions that would tend to reveal disabilities, the extent of any disability or health conditions that do not relate to fitness to perform the job. Unacceptable questions include: "Do you ever get ill from stress?" "Have you ever been unable to cope with work related stress?" "How much alcohol do you drink?" "How many days were you sick last year?" "What medications are you taking?" "Have you ever received counseling or medical treatment for mental illness or depression?" Also, interviewers cannot ask questions about prior job-related injuries or past worker's compensation claims.
- **Education**: it is acceptable to ask about the applicant's vocational or professional education, as well as any schools attended.
- **Marital status, family status, and sexual orientation**: it is acceptable to ask whether the applicant can meet specific work schedules. It is not acceptable to ask about the applicant's marital status; the existence or number of children; identity of spouse, domestic partner, family or children; or sexual identity or orientation.
- **Names**: if the applicant worked under other names, it is acceptable to ask for those names in order to check work and educational records.
- **Photographs**: photographs can only be required after hiring.
- **Race, ethnicity, or physical characteristics**: interviewers may not inquire regarding applicant's race, skin color, eye color, hair color, or otherwise about applicant's physical characteristics, such as height or weight unless these are directly relevant to the essential functions of the job.
- **Religion**: it is not acceptable to ask about the applicant's religious denominations or affiliation, religious leader, or observed customs or religious holidays.
- **Residence and nationality**: it is acceptable to ask about where the applicant currently resides and the length of that residency, but inquiries about the national origin/nationality of an applicant or applicant's spouse or relatives are not permissible. It is not acceptable to ask if the applicant rents or owns their home. It is acceptable to ask "Are you currently authorized to work in the United States?"
- **Sex or gender**: it is not acceptable to inquire regarding gender of an applicant, and gender cannot be used as an indication of whether the applicant will be "satisfied" with the position, whether the applicant will

remain in the position for any length of time, or whether the applicant is more or less likely to take/request leave(s) of absence (e.g., pregnancy or family medical leave).

- **Stereotypical language**: search committee members should be aware of the language used and the messages word choices can convey. Stereotypical language can be illegal and/or offensive to many candidates and should be avoided.
- **Work experience or military service**: it is acceptable to ask about an applicant's work experience, including the names and addresses of prior employers, dates of employment, and reasons for leaving. It is acceptable to ask about the type of military discharge.

Other High-Impact Practices

In considering the qualifications of candidates, and in the interest of meeting the goal of building a diverse and inclusive community, search committees should be mindful of the following high-impact practices:

- Develop a mechanism for evaluating applications that includes recording why the applicant was or was not selected. Search committees will need to justify their final recommendations based upon the position announcement. Such information will be required for visa purposes if the search leads to an appointment of someone without long-term authorization to work in the U.S.

- Notice that different criteria may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's/program's goals. Discuss the relative weight of the different criteria, and the likelihood that no or few candidates will rate highly on all of them.

- Identify essential or threshold qualifications without which a candidate will not be selected, no matter how impressive in other areas, then rank other skills or competencies in order of importance.

- Consider including criteria not directly related to the specific discipline if they are nonetheless important to the ability to succeed in the job in the department or program, such as an unusual combination of skills/perspectives.

- Ensure that the criteria for evaluation of candidates do not preclude people with non-traditional career patterns (e.g., a candidate who worked at a national research laboratory, individuals who have taken family leave, a first-generation scholar who began their career at an institution that was not research-intensive, or individuals with disabilities whose careers have been interrupted).

- Consider highly successful people with transferable skill sets.

- Ensure an equitable search by treating all candidates in the same manner. This includes asking the same questions under the same conditions and evaluating candidates using consistent criteria.

- In defining what constitutes "best," consider what a candidate could bring to the department/program, its curriculum, the college, and the university as a whole in a wide variety of ways, including diversity.

- If the position has been approved because an employee has recently retired or left the institution, the search committee should not be hiring to "replace" this person. Instead, the committee should view this as an opportunity to seriously consider how the new employee can realize current and future mission of the department.

- The initial evaluation of candidates should be designed to INCLUDE candidates. Screening with the primary purpose of narrowing the pool may result in overlooking excellent candidates.

- Resist the impulse to label one or more of the candidates as the "most promising" as this may make it difficult for other candidates to be fully considered.

- Search committee members should review all candidate files thoroughly before offering opinions.

- Some candidates from underrepresented groups may not appear as strong on paper as they are in person. Evidence suggests that such candidates face a variety of greater challenges than their majority counterparts. Therefore, whenever possible, search committees should keep qualified potential candidates in the pool throughout the interview process. The committee should strive for diversity in the pool of interview candidates, since an interview often reveals qualities not easily visible in an application.

- Be mindful of how the reputation of the degree granting institution impacts the evaluation of a candidate. It may necessary to carefully consider candidates who hold degrees from institutions that may not be traditionally top-rated in the field, since they may have been historically more successful in attracting the best and brightest graduate students from underrepresented groups. Be sure to examine applicants from institutions with a track record of producing candidates from underrepresented groups.

- Avoid assumptions that a woman or a member of a particular ethnic group would not feel welcome in the community or would not be able to relate well to others of different groups. These types of assumptions are damaging and will work against diversity efforts. Other assumptions to avoid include candidate's willingness to move, willingness to stay long-term, partner/spouse's willingness, etc. Search committees should let candidates decide these issues for themselves. Unless a candidate offers other reasons, the committee should operate with the understanding that professional interests motivate the application.

- Continually examine whether judgments on a person's character, types of experiences, or accomplishments are being affected by subjective factors, stereotypes, or other biases and assumptions.

- Refrain from evaluating candidates based on the criteria of "good fit." Candidate "fit" into the department/program and into the community generally leads to finding a person who will blend in easily with the existing structures and who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds than the majority may be presumed not to "fit" as well into the professoriate as white candidates. Beware of these sorts of presumptions and make every effort to show candidates that they WILL fit, and then let them decide for themselves whether or not that is true.

- Beware of the trap of measuring everything against a restrictive standard. Candidates, for example, who earned their degrees later in life or from historically Black institutions, candidates who worked part-time when their children were young, or those whose experience is off the beaten path may be excellent candidates who could bring rich experience and diverse backgrounds to the institution.