Department of Music
University of North Carolina at Chapel Hill

Faculty Searches
General Procedures

The following procedures and guidelines primarily concern searches to fill tenure-line positions. However, they also apply, *mutatis mutandis*, to fixed-term positions save in cases of legitimate variance (e.g., a search committee of three rather than five if appropriate, the different requirements for disseminating job announcements, etc.).

For supporting materials, please see "Faculty Search Plan Template," "Rubric Examples," "Rubrics for Assessing Contributions to DEI," and "Search Committee Checklist."

1) Forming the Committee
Once the department Chair has received approval to conduct a search, he/she appoints a search committee consisting of five persons, with one individual appointed as chair of the committee. Normally, four members of the committee (including the committee chair) will be from the division in which the appointment is to be made, and one member will be from the opposite division. Since fall 2004 we have established a principle that search committees will not necessarily be chaired by faculty members with the closest interest in the position, although such members will require due representation on the committee. We have also begun the practice of making the Associate Chairs *ex officio* members of all search committees (save where an Associate Chair already chairs the committee); the Chair is also an *ex officio* member of the committee. Such *ex officio* members of the committee will be kept informed on the progress of the search and are free to participate in any meeting of the committee they choose. The rationale behind this arrangement is that such members can serve as an extra resource for the committee if and when circumstances warrant.

In exceptional cases (e.g., multiple openings), the Chair may, at his or her discretion, appoint a single, somewhat larger search committee to better consolidate existing faculty resources, to coordinate timetables and schedules, and to benefit from possible synergies that might arise from separate but related appointments.

2) Training

Chairs should appoint search committees in writing. Letters appointing colleagues to these committees must include a statement to the effect that, by accepting the appointment, the individual agrees to support the University's commitment to affirmative action. Membership on the search committee is contingent on support of this policy. To further emphasize the importance of the University's commitment to affirmative action, all hiring supervisors, search committee chairs and members must complete the Online Search Committee Training Module before beginning the search process for any EHRA recruitment.

All members of a search committee also agree to adhere to the standard Equal Employment Opportunity and other requirements mandated by the university for position searches upon accepting membership of the committee. The University requires completion of the EOC Online Search Committee Training Module by hiring supervisors (department Chair), search committee chairs and search committee members before the search process begins. This module may be accessed on Sakai.

The search committee, in consultation with the department Chair, should develop a search plan which details outreach and recruitment, job ad (inclusive) language, and a search rubric.

3) The Job Announcement
The Chair of the search committee serves as the primary liaison between the faculty (represented by the search committee) and the department Chair. The committee's first responsibility is to develop a job announcement, working in consultation with the Chair. The wording, once it is agreed upon by the department Chair and the committee, is brought forward to the full faculty for review and approval.

4) EOC Approval
All job announcements must be reviewed by the campus EEO office. The department's Manager (currently El Fisseha) handles the filing of these forms. There is a very helpful set of guidelines, appended here, that address EEO requirements ("Affirmative Action Procedures to be Done During the Search for Tenure-Track Faculty"). It is advised that all job announcements be reviewed by ISSS to ensure compliance with international recruiting policies.

5) Advertising the Position
The committee chair is responsible for placing the announcement in the appropriate sources. These would normally include: the *Chronicle of Higher Education*; the College Music Society job listing; the "Musicology-Announce" list on the AMS website; and the Music Department's own website (with a link from the home page). The committee chair will inform the department manager of all advertising sources as it is required that the department collect prints of the ad on the first and last day of advertisement.

It has also been standard practice of late to send out email announcements of the position to selected individuals in the field, directed not so much to those individuals themselves as to students, junior colleagues, etc., who might be known to them. Posting notices at national conventions is also recommended, though in practice the department has never pursued formal interviews at these venues. Informal discussions and contacts, on the other hand, have proved fruitful on many occasions. Position advertisements should state clearly the terms of the position which, accordingly, need to be crafted with some care to contain a focus while leaving room for flexibility. Opt-in clauses ("Preference may be given...") or opt-out ones ("...but other areas will also be considered") are discouraged; wholly open positions (in terms of subject or rank) should be avoided save by prior agreement with the department Chair. Advertisements should also state the deadline for receipt of applications (typically positions are posted for 45-60 days), and the materials required of the applicant (normally including a cover letter, a *curriculum vitae*, and four references), and contact details for their submission and of an individual (normally the chair of the search committee) willing to answer questions. Further materials may be solicited at a later stage. All advertisements must include standard EOC wordings.

6) Processing Applications

Applications will be accepted online through the university's PeopleAdmin system. All members of the search committee, Associate Chairs, Department Chair, and Department Business Manager will have access to review application materials.

7) Security, Confidentiality

Applications, particularly letters of recommendation, must be treated in confidence. For this reason, all hard copy files are kept under lock and key in the filing cabinet in the departmental office. Members of the search committee, the departmental Chair and Associate Chairs will have full access to these files. Other faculty will normally have access only to applicants' *curricula vitae* and cover letters as disseminated by the chair of the search committee.

It is inappropriate for any faculty member or student to discuss applicants with any third party at any stage in the process (even after appointment); it is also inappropriate for anyone other than the chair of the search committee or the department Chair to ask individuals other than the nominated referees to comment on the applicant. It is especially important to respect applicants' legal rights and actual or apparent wishes concerning contact with a prior or current employer. Any breach of these confidentialities will be regarded as a disciplinary matter.

Inquiries on the status of the search (whether from applicants or from other individuals) should receive only one of two standard (and short) responses depending on circumstances: either that the search is ongoing, or that it has ended. It is not appropriate to inform inquirers of the creation, or the constitution, of a shortlist for interview, nor of the schedule of any such interviews.

8) Narrowing the Field

Once the deadline for applications has passed, the committee chair convenes a meeting to review applications. There is no standard formula for arriving at a shortlist, but the search committee should refer to its search plan. Typically, the first meeting narrows down the list to a relatively small number of candidates whose files will be considered more carefully. A second meeting determines which of these applicants will be invited to visit campus for an interview. It is a good idea at this point to determine if any further candidates might be of interest if those selected for interview do not work out for some reason. If there are no such applicants, and none of the invited candidates joins the faculty for whatever reason, then the search will be vacated.

Applications should be considered on the basis of documented qualities and abilities, apparent potential for contributing to the department now and in the future (including strategic opportunities), and diversity. Shortlisted applicants should all be eligible for hiring, and be predicted to have a successful career at Carolina, on the basis of the evidence presented thus far.

In the case of shortlists containing candidates of widely different subject-areas or ranks, the search committee should establish criteria according to which fair comparisons can be made and equitable judgment reached. (See Online Search Committee Training Module.)

The normal practice is to invite for interview three candidates per position, unless the terms of the position warrant a different approach. Any proposal to deviate from this norm should be discussed with the department Chair. In particular, a proposal to invite a fourth (fifth, etc.) candidate in the first instance should not be used to avoid difficult decisions at prior stages of selection.

9) EOC Again

Once the candidates for interview have been selected, the committee chair contacts the department Chair and gives him/her an update. Assuming that everything is in order, the committee chair then contacts the department Manager for the Non-Selection Worksheet, which details the candidates that have not been selected for interview and indicates a reason chosen from selections offered in a drop-down menu. Once this has been submitted and approved, the committee chair may contact candidates. In other words, no candidate should be contacted until the department has received the green light from the EOC office.

10) Contacting the Interview Candidates

The committee chair will contact the candidates to inform them of the department's interest and identify workable dates for an interview. Most on-campus interviews run a day-and-a-half or two days.

11) Setting up a Schedule

In consultation with other committee members, the department Chair and the Associate Chair, the committee chair drafts a schedule for each candidate. Copies of these are on file on the department intranet review. All interviews include the following:

1) Initial and exit interviews with the search committee;
2) Two interviews (one an exit interview) with the department Chair;
3) Meeting with the Senior Associate Dean for Arts & Humanities (30 mins.);
4) Tour of campus, including Music facilities;
5) Presentation (lecture or recital) (40-45 mins, followed by Q & A and small reception);
6) Teach an appropriate undergraduate class and (where appropriate) a graduate seminar, with members of the search committee observing;
7) Drop-in meeting with faculty;
8) Meeting with the "opposite" Associate Chair (30 mins.);
9) Meeting with members of the UNC Music Ambassadors;
10) Smaller meetings or lunch with selected faculty members not on the search committee;
11) Dinner with the search committee.

As the schedule is established, the department Chair will liaise with the Senior Associate Dean to fix their meeting and to forward the appropriate materials (normally, the cover letter, *curriculum vitae*, and recommendations)

12) Travel
Candidate flight arrangements and hotel accommodations are made by the department Manager. Once an interview schedule is set, the search committee chair should contact the manager to discuss appropriate travel dates and times. If necessary, the manager will secure the appropriate travel approval.

13) Conduct of Interviews
The committee chair is responsible for the organization and conduct of interviews, delegating tasks to committee members as appropriate. It is important that interviews for a single position should each be conducted in a similar manner to assure fairness and equity. This should extend to a set list of topics or questions as written in the committee's search plan to ensure consistent coverage of the main issues.

Candidates should also be given sufficient opportunity to ask their own questions so as to reach their own judgment about a potential move to Carolina. Faculty and students should be circumspect about comments that might reveal pre-formed opinions about a candidate, or details of other candidates.

Contractual matters such as potential salary or specific terms and conditions of employment can only be discussed between the candidate and the department Chair. It should be made clear to candidates when they are "on" duty and when "off" during their visit to Carolina. Candidates must also be given appropriate "down" time to relax and recover.

14) Soliciting Feedback
Immediately after each interview, the chair of the search committee will solicit (via email) comments from various constituencies (faculty, graduate students, members of the UNCMA) about their impressions of each candidate. These requests can be open-ended, or they can follow a format of the committee's choosing. Some committees have developed a brief questionnaire for undergraduates in the class that candidates have taught. These requests and/or questionnaires should be determined at the time of designing the committee's search plan.

15) Ranking the Applicants
As soon as practicable after the last candidate's visit, the search committee meets once again to rank the candidates. This can be a simple 1-2-3 ranking, or it can assume other forms. The committee may also determine that one or more applicants are not suitable under any circumstances (e.g., 1-2 but under no circumstances 3).

16) Full Faculty Meeting
At a meeting of the full faculty, the search committee (either the committee chair or the committee chair and other members) presents its rankings and recommendations. The full faculty debates the qualifications of the candidates and votes on the committee's recommendation. The full faculty vote is advisory to the Chair.

17) Chair's Actions

On the basis of this advice, the department Chair discusses the terms of a proposed appointment with the Senior Associate Dean and submits the appointee's information to EOC for final approval. The search committee may be asked to assist the department Manager in completing EOC forms providing justification for the actions taken for each applicant. Once approval is obtained, the department Chair initiates contact and negotiations with the first-choice appointee (then if appropriate and necessary, the second-choice appointee, etc.). On the basis of those negotiations, the Chair initiates a formal personnel action on behalf of the appointee, involving a recommendation to the Senior Associate Dean, and thence through the College to the Provost. The Chair informs the business Manager of the selected appointee so that a background check can be initiated. No final offer of employment can be extended until a background check has been run and has come back clear.

18) Tenure

Should an appointment involve the granting of permanent tenure, the department Chair will convene a separate faculty meeting according to the personnel policies and procedures in force at any given time.

19) Notifying Applicants

Once a search has come to an end—that is, a candidate has agreed to an appointment, or the search is vacated, or at some other point agreed between the chair of the search committee and the department Chair—all applicants are notified by the chair of the search committee, either by mail or email, thanking them for their application, and where possible informing them of the appointment, etc. The department Chair will also normally communicate with interviewed candidates, also offering oral feedback should it be desired.

20) Subsequent Actions

All subsequent negotiations take place between the appointee and the department Chair. Thereafter, the search committee is discharged, although the department Chair may consult further with its members should it be needed.

EF/DG (October 2021)

APPENDIX
10/12/2021

EQUAL OPPORTUNITY PROCEDURES TO BE DONE DURING SEARCH FOR TENURE TRACK FACULTY

1. When the Chair receives notification of approval from the Dean to fill a position, they appoint a Search Committee. Before the Search Committee can advertise the job opening, the advertisement must be submitted to the Senior Associate Dean and the Equal Opportunity Office for approval. Once approved, the position can be advertised. There are very specific ways you can advertise. The Chronicle goes to all in education, so advertising in it is ideal. If we want to send out a notice of vacancy, then we have to choose a certain list such as all music departments who have a PhD/DMA or MM higher degree.

2. Application deadline is determined by the Chair of the Search Committee in conjunction with the department Chair and department Business Manager.

3. Once the application deadline has been reached, and the Search Committee has decided who they wish to interview, a Non-selection Worksheet must be submitted to the EO Office for approval to interview candidates who have been chosen for interview. This form must be approved before any candidate can be called and scheduled for an interview.

4. All candidates who come to an interview must meet with the Senior Associate Dean for Fine Arts and Humanities in the Dean's Office. He or she will expect to see the candidate's c.v. ahead of time.

5. Once a final candidate is chosen, the department Business Manager submits the candidate's name to EOC for approval to hire and to request a background check. The department Chair contacts the candidate to begin negotiations with the candidate. A contract is drafted to be sent to the candidate with an AP-2 and AP-2a form once the background check comes back clear. A Letter of Nomination to the Dean is drafted for submission with hiring paperwork.

6. Once an affirmative answer is received from the candidate the department Business Manager will request a transcript from the candidate and submit the required hiring documents to the Dean's Office Human Resources partners (see attached list of Standard Order documents required for various faculty positions).

7. Following processing of the hiring paperwork, the candidate will be invited to complete an I-9 and sign up for benefits registration. Shortly after this, the candidate will receive an official appointment letter from the university.

Using Rubrics in Faculty Searches

Why use a rubric?

They help us apply evaluation criteria evenly to all candidates.
They help us to focus on the qualifications we care about and not other things.
They help us avoid shifting criteria, thus reducing bias.
They make the evaluation process easier!

Steps in developing a rubric:

1. Decide what qualifications you are looking for. Be specific.
2. Think carefully and inclusively about *how you will know it when you see it.*
3. Decide at what stage you will evaluate each qualification. (Use a rubric at every stage.)
4. Decide the relative weight of each qualification.

<u>Other advice:</u>

Abandon the "best candidate" myth. Experts are especially subject to fallacies (e.g., illusion of validity). Acknowledge uncertainty.

Avoid making (or soliciting) global ranking or ratings of candidates. Do not request a ranked "top 5" list; **do not create a global sum of scores**. Ranking fulfills the narrative fallacy and discounts intrinsic uncertainty.

Aim for an *unranked* list of candidates you would be most happy to hire. Use evidence gathered to thoughtfully discuss all shortlisted candidates.

Discuss the search committee's rubric with the full faculty *at the beginning of the search*. This helps create ownership of the process by the entire community and increases the chance of "buy in" of the final outcome. It will also provide a framework for discussion of interviewed candidates/committee recommendation.

Avoid proxies. For example, institution is a common proxy for excellent training. It is better to focus on the candidate's record of excellence.

Be thoughtful about how you use letters of recommendation. It is difficult to apply an objective standard to the content of letters. Considerable evidence suggests that letters reflect societal biases.

It is important to apply the same criteria evenly to all candidates, *at the same time*. Avoid using information about one candidate (e.g., he/she didn't give a very good talk at the conference) until you have that same information about all candidates. Likewise, you should not consider any "insider" information a committee member has about a candidate – e.g., "so-and-so's mentor told me . . . . "

Do not solicit open-ended input from faculty at large. This type of input is prone to bias and hyperbole. Rather, provide a structure (e.g., rubric) for input, making reference to the search committee's rubric. A rubric requires evaluators to anchor their opinions in evidence.

Manage full faculty discussions: Use a transparent process. Consider opening with brief presentation from the search committee on all interviewed candidates. Summarize evaluation materials for the faculty. Work to provide ways to represent all views, particularly those of junior faculty, during the discussion. For example, one could use think-pair-share or other active learning techniques to incorporate a broader range of voices.

Examples of rubric items

Research achievements and potential

Publication rate

0 less than 1 first author publication per year since receiving Ph.D.
1 1-2 first author publications per year
2 greater than 2 first author publications per year

Publication quality

0 most work of questionable quality
1 mostly solid work that extends previous knowledge
2 mostly original, creative work of high impact
3 original, creative work of high impact; potentially field-changing

Evidence of intellectual growth (new directions) since Ph.D.

0 unclear or absent
1 clear evidence

Research plans

0 flawed research plan
1 some questions about conceptual framework, importance of work, and/or feasibiilty
2 solid conceptual framework, proposed work important within field or subfield, feasible
3 strong conceptual framework, research objectives broadly imporant, feasible

Evidence of potential

E.g., writing is compelling, demonstrated an ability win grants/awards, demonstrated leadership in collaborations, etc.

0 unclear or absent
1 1-2 forms of evidence present
2 2 or more forms of evidence present

Contributions to diversity

Increasing participation of underrepresented groups

0 unclear or absent
1 solid record (e.g., participates in one or a few programs)
2 strong record (e.g., ongoing commitment from early career stages and/or participating in multiple high-impact programs)

Teaching and mentoring in support of diversity

0 unclear or absent
1 solid record (e.g., knowledge of pedogogies related to inclusivity)
2 strong record (e.g.,experience with pedagogies related to inclusivity, actively engages in mentoring to support diversity)

Knowledge of barriers facing women or historically under-represented minorities

0 unclear or absent
1 clear evidence that the candidate is knowledgable through life experience or educational background

Arab Studies TT Search Evaluation Rubric

Reviewer: _______________

Applicant's Name: ______________________________
Applicant's Field: ______________________________

Minimum Qualifications Met? Y N
Application complete? Y N
If not, check missing item(s):
_____ Cover letter
_____ CV
_____ Writing/Research Sample
_____ Sample Syllabus
_____ Number of Rec Letters

Please indicate which of the following are true for you (check all that apply):
_____ Reviewed applicant's cover letter
_____ Reviewed applicant's CV
_____ Reviewed applicant's writing/research sample(s)
_____ Reviewed applicant's letters of recommendation

Please rate the applicant on each of the following:	excellent	good	neutral	poor	Unable to judge
1. Publication Quality/ Potential for scholarly impact/tenurability					
2. Evidence of Research Productivity/Publication rate					
3. Evidence of strong background in Arab Studies					
4. Evidence of post-secondary teaching experience in Arab Studies					
5. Commitment of Teaching and mentoring in support of diversity					
6. Potential to teach/develop courses in Arab Studies					
7. Potential to teach upper level content-based language courses					
8. Evidence of potential leadership and collaborations					

Other Comments?

Rubric Criteria

Required Qualifications

1. **Publication (*Dissertation for ABDs and recent graduates*) quality/ Potential for scholarly impact/tenurability**
   Excellent: Original, creative work of high impact; potentially field-changing
   Good: Mostly original, creative work of high impact
   Neutral: Mostly solid work that expands previous scholarly works in the field
   Poor: Most work of questionable quality
2. **Research productivity/Publication rate (Per Year)**
   Excellent: Greater than 2 first author publications OR a book publication within five years since receiving Ph.D.
   ABDs and recent graduates: 1-2 first author publications
   Good: 1-2 first author publications per year
   ABDs and recent graduates: 1-2 publication per year (combination of first author and coauthor)
   Neutral: 1-2 publication per year (combination of first author and coauthor)
   ABDs and recent graduates: 1-2 manuscripts work-in-progress
   Poor: Less than 1 first author publication per year since receiving Ph.D.
   ABDs and recent graduates: No substantial work done for publication
3. **Evidence for strong background in Arab Studies**
   Excellent: Scholarly training and publications are in the field of Arab Studies
   Good: Scholarly training and publications are strongly related to the field
   Neutral: Scholarly training and publications are related to the field
   Poor: Scholarly training and publications are not closely related to the field
4. **Evidence of post-secondary teaching experience in Arab Studies**
   Excellent: Taught 2 or more Arab Studies courses independently
   Good: Taught less than 2 Arab Studies courses independently
   And/Or, worked as a TA or RA for multiple Arab Studies courses
   Neutral: Worked as a TA or RA for 1-2 Arab Studies courses or in related fields
   Poor: No teaching experiences in Arab Studies courses

Preferred Qualifications

5. **Commitment in teaching and mentoring in support of diversity**
   Excellent: Strong record (e.g. experience with pedagogies related to diversity, actively engages in teaching and mentoring to support diversity)
   Good: Solid record
   Neutral: Evidence of awareness and commitment to support diversity
   Poor: Unclear or no evidence of awareness or commitment to support diversity
6. **Potential to teach/develop courses in Arab Studies**
   Excellent: Evidence of comprehensive and detailed idea and plan for more than 3 new courses
   Good: Evidence of more than 3 course development idea and plan
   Neutral: Evidence of 1-2 course development idea and plan
   Poor: Course development idea and plan unclear or absent
7. **Potential to teach upper level content-based language courses**
   Excellent: Evidence of strong training and proficiency to teach upper level language courses
   Good: Evidence of some training and proficiency to teach upper level language courses
   Neutral: Evidence of training or proficiency to teach upper level language courses
   Poor: Language teaching training and qualification unclear or absent
8. **Evidence of leadership and collaboration**
   Excellent: Strong record (e.g. experience of serving scholarly communities as an organizer or a leader, experiences of collaborating with others in research and scholarly organizations)
   Good: Solid record
   Neutral: Limited record
   Poor: Unclear or no record

Rubric for Neuro Search (example)

Rubric for first cut. All candidates should be scored in each category.

1) Does the research fit our search criteria and interests? (Score 1-3 with 3 best)

> Must address fundamental, high-impact areas of research in molecular and cellular neurobiology, broadly defined. If the research area is totally irrelevant (e.g. not related to molecular or cellular neurobiology) score as “0” and do not score items 2-4.

2) Research accomplishments (Score 1-6 with 6 best)

> Includes productivity and impact of graduate and postdoctoral research (publications and non-published work) as well as the ability to attain independent research funding

3) Contributions to Diversity (Score 1-3 with 3 best)

> Does the applicant have a record of, or commitment to, supporting diversity and inclusion?

4) Potential for future research productivity? (Score 1-3 with 3 best)

> Do their future research plans address important scientific issues? Is it likely to be funded? Is the proposed research novel? Are they likely to carry-out collaborative research at UNC?

Best Practices in Faculty Searches

Sabrina Burmeister

Director of Faculty Diversity Initiatives
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University of North Carolina

1

Best Practices in Faculty Searches

We all have the same goal:

A fair process that efficiently and objectively identifies outstanding candidates.

2

Implicit (Unconscious) Biases

Implicit biases are a product of our **culture**: Over time, stereotypes become automatic associations.

Implicit biases are one of the most robust and replicable phenomena in the field of psychology.

Implicit bias is not a code word for racist/misogynist.

They create positive feedback loops (e.g., girls are bad at math: teachers give better math grades to boys; girls are anxious about math, they score lower on standardized tests).

3

Implicit Biases

- Held by everyone, including non-majority groups. (implicit.harvard.edu) e.g. female faculty in Moss-Racusin et al. (2012).
- MORE likely among those who consider themselves objective. Not correlated with education. Monin & Miller (2001); Uhlmann & Cohen (2007)
- Applied more under circumstances of:
  - Ambiguity (including missing information)
  - Stress from competing tasks
  - Time pressure
  - Lack of critical mass in applicant pool

  Fiske (2002). Current Directions in Psychological Science, 11, 123-128

4

Search Committee 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 individuals 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).

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 activities undertaken or participated 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 if hired. May even feel doing so would be the responsibility of someone else.

• Describes only activities that are already the expectation of 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 fswithin 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 their field.

• References activities already taking place at Berkeley and in the field, and how additional or new activities would advance equity and inclusion.

• Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

FACULTY SEARCH PLAN TEMPLATE

Attach the search plan and job advertisement with the recruitment request in RASR (use attachment type 'other'). Departments not in shared services should email the plan and job advertisement to the senior associate dean and associate dean for DEI.

Department Name: ________________________________ Position Rank: ________________________

Specialization: ________________________________

ADVERTISEMENT AND OUTREACH

Where will you advertise the position? Please include information about outreach, including flyers, letters, events, etc.

Describe your plan for soliciting applications and actively recruiting potential applicants and how to ensure a fair and equitable process and outreach to under-represented colleagues in the discipline.

SEARCH COMMITTEE

List the search committee members (please indicate which member is the search committee chair and who will serve as the diversity/search advocate).

CANDIDATE EVALUATION AND SELECTION

Will your department use a search rubric?

What is the department's plan for identifying candidates for screening interviews and campus visits?

With whom will the candidates meet during the interview process?

How will the final candidate be identified?

SEARCH COMMITTEE CHECKLIST

To help search committees prepare for and conduct a successful search, this checklist has been prepared to address the various components of this process: establishing the committee, organizing the search, advertising the position, developing selection criteria, communicating with applicants/candidates, selecting interviewees, conducting interviews and selecting final candidates. Making sure each aspect has been satisfactorily addressed will help the work go smoothly and ensure a lawful search. If you have any questions regarding the checklist please contact the Equal Opportunity/ADA Office.

Establishing the Committee

________ Appointment of search committee chair and committee members by the hiring official, dean, department chair or designee

________ Charge to the search committee by the hiring official

________ Identify tasks to be completed by the search committee

________ Complete Online Search Committee Training Module

________ Establish search committee meeting schedule

________ Post meeting notices as required by the NC Open Meetings Law

Open Meetings Submission Form

________ Review expectations of confidentiality and attendance at committee meetings

________ Appoint a search committee recorder responsible for documenting meetings, keeping records of decisions

________ Develop budget, including advertising and travel expenses for candidates and committee members

Organizing the Search

________ Develop or review position description with the department/unit head and all members of the search committee

- Identify essential and marginal job functions for the position
- Identify required and preferred qualifications

_______ Faculty or staff members participating on a search committee for the first time should complete the EPA RecruitmentWeb Training for Search Committee Members

________ Chairperson should review EPA RecruitmentWeb highlights and process flow reminders with Search Committee members when developing recruitment plan

________ Ensure position description contains only job related criteria and does not reflect bias or unlawful discrimination based on race, color, religion, sex, age, national origin, sexual orientation, disability, marital status, citizenship, or status as a veteran

________ Develop a timeline for the search, including application deadline, interview schedule and target dates for submitting recommendations

________ Determine materials to be submitted by applicants and how they will be evaluated

- Cover letter
- Curriculum vitae or resume
- Letters of recommendation
- List of references
- Transcripts
- Statement of philosophy, goals
- Other

________ Address all equal opportunity/affirmative action procedures

- Review advertisement language, sources, and posting duration
- Ensure inclusion of EOE statement in all postings
- Develop a recruitment strategy to ensure a diverse and talented pool of applicants
- Create requisition in RecruitmentWeb prior to posting advertisements or announcements
- Submit Interim Selection Document to the Equal Opportunity/ADA Office for approval prior to scheduling or conducting interviews
- Submit Final Selection Document the Equal Opportunity/ADA Office for approval prior to making job offer to final candidate(s)

Advertising the Position

________ Identify name, phone number or email address of the department contact for the position

________ Identify appropriate national, regional and local recruiting market for the position

________ Identify individuals, institutions, websites, publications and other sources to receive position announcement

________ Make sure the advertisement includes all required information and has the appropriate approvals

Selection Criteria

________ Develop and use selection criteria based on the position description

________ Make criteria as objective as possible, do not include any information that would exclude an individual on the basis of race, color, religion, sex, age, national origin, sexual orientation, disability, marital status, citizenship, or status as a veteran

Communicating with Applicants/Candidates

________ Email acknowledgement will be sent automatically to all applicants

________ Send an invitation to apply to all nominated individuals

________ Communicate with all applicants in a courteous and timely manner

________ Keep applicants informed on the progress of the search

________ Maintain confidentiality of applicants to the extent possible

________ Review guidelines for questions that can and cannot be asked of applicants

________ Notify candidates before conducting reference or employment check

Selection of Interviewees

________ Develop and utilize objective criteria for screening vitae or resumes; and maintain timely documentation of the status of all applicants

________ Based on a review of materials submitted by applicants, identify those who do and do not meet the minimum qualifications; consider transferability of skills and experiences (e.g. use a matrix)

________ Ensure that all applicants are evaluated on the basis of pre-established criteria related to the position. Avoid comments, either orally or in notes that are not job related

________ Determine persons to be interviewed, if there is not appropriate representation of target groups; consider methods to identify additional qualified candidates

________ Note targeted group members that were screened out of the pool and ensure they were given serious consideration

Conducting Interviews

________ Develop and design a plan and schedule for the interview process and campus visits being careful to avoid bias or unlawful discrimination

________ Identify all persons and groups to be involved in the interview process

________ Develop specific job-related questions to ask each candidate. All candidates should be asked the same questions, allowing for individualized follow-up questions as needed

________ Develop interview rating sheets and disseminate to all interviewers

________ Evaluate candidates on their qualifications and the full range of their strengths and experiences

Selecting Final Candidates

________ Document all decisions, comparing credentials and qualifications of the excluded candidates to the finalist(s)

Record Retention

________ Search Committee documentation should include:

- Materials submitted by each applicant
- Evaluation of search materials
- Search committee feedback and notes made during interviews
- Copies of all ads
- Summary of search committee meetings
- Name, position, and title of each search committee member

________ Search committee records should be maintained for three (3) years.