

AddRan College of Liberal Arts

**BETTER TOGETHER ADDRAN:
GUIDE TO FACULTY SEARCHES AND HIRING**



Office of the Dean of AddRan College of Liberal Arts

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TCU[®]

TABLE OF CONTENTS

1. Introduction: We are Better Together	
2. Before the Search Begins	
The Search Process in AddRan College.....	2
Forming the Search Committee	2
Duties of Search Committee Members	3
Describing the Position.....	4
Posting the Job Advertisement	5
Dual-Career Considerations.....	5
3. During the Search, Campus Visits and Interviews	
Active Recruiting.....	6
Evaluating Applicants.....	6
Narrowing the Applicant Pool	7
On Campus Visits and Interviews.....	8
Campus Selection and Job Offer.....	10
4. After the Search	
Search Evaluation.....	11
5. Appendix: Search Documents	
Sample Job Advertisement.....	12
Sample Applicant Evaluation Tool	13
Sample Applicant Evaluation Tool (Teaching-focused).....	13
Guidelines for Interview Questions.....	15
Guidelines for Assessing Candidate’s Ability to Work in a Diverse Environment	16
Sample Candidate Evaluation Tool	17
Sample Candidate Evaluation Tool (Teaching-focused)	18
Work Cited/Used to Inform this Guide	19
Notice of Nondiscrimination and Contact Information for Title IX, Title VII and ADA/AA Coordinators	20



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We Are **BETTER TOGETHER**

Texas Christian University (TCU) aims to improve in all it does. Chancellor Victor J. Boschini Jr recently expressed this commitment in his response to the recognition that TCU is a great college for which to work. Having a diverse faculty rich with variations in racial/ethnic and gender representation, among other things, can encourage better co-worker relationships, productivity and equitable perceptions of under-represented groups. These claims are supported by recent research from Claypool & Mershon (2016) for Political Science. TCU faculty members contribute to the efforts to be better through teaching, research and service. They are also important for cultivating an environment that supports the goals and mission of Texas Christian University (TCU) through faculty searches and hiring. Since 1987, TCU has encouraged faculty to engage in extraordinary efforts to recruit a diverse faculty. The policy, which remains in effect, can be found in the *Academic Affairs Administrative Handbook* located on the website of the Office of the Provost. It affirms the view that “the faculty of a major, comprehensive university should reflect a composition similar to that of the larger society in which it exists and provide role models for students in under-represented groups.”

Becoming better together takes time, and progress can be slow. For example, the TCU 2016 Fact Book reports that 83% of full-time faculty in the AddRan College of Liberal Arts are white. Although this number has been more or less constant since 2009, to conclude that efforts to diversify the faculty have failed would be a mistake. Forty three percent of full-time faculty in AddRan are women, up from 40% in 2009. Twenty-four percent of women faculty are from under-represented racial/ethnic groups compared to 11 % for males. Almost 60% of full-time faculty have earned tenure and secured promotion from assistant to associate professor. One third of tenured faculty are women; 86% are white, of whom 5% are of African origin (down from 6.25% in 2012), 3% are Hispanic/Latino/a (down from 4% in 2012) and 7% are Asian (up from 4% in 2012). On average, female faculty earn slightly more than male faculty. This outcome reflects equity achievements at the assistant and associate ranks but serves as a reminder of ongoing challenges at the full professor rank. We in AddRan are committed to being better and, as a result, value both excellence and its pursuit. We affirm this belief by working in all we do to cultivate a college where our efforts reflect our belief in the value of each person, as summarized in the AddRan Statement on Diversity, Equity and Inclusion accessible on our faculty resource page.

*To educate individuals to think and act as ethical leaders
and responsible citizens in the global community.*

Before the **SEARCH BEGINS**

The Search Process in AddRan College

Schools, colleges, and departments at Texas Christian University have discretion in searching and hiring. Nevertheless, all are expected to comply with the University's standards as articulated by Human Resources.

All searches and hiring at Texas Christian University must comply with The Office of Equal Opportunity and Affirmative Action (EOAA). The Office of EOAA has developed policies and procedures to ensure that searches and hiring at Texas Christian University comply with federal EOAA regulations. Information on these policies can be obtained from Human Resources.

Forming the Search Committee

The composition of the search committee, the roles and duties of its members, and the defining, writing and posting of the faculty job opening are important because of the influence each has on the outcome of the search. Each factor should be addressed deliberately and early in the search and hiring process.

For some departments, search committee formation will take place prior to defining/describing the position. For others, it occurs after the department as a whole agrees on the position definition/description. In some, entire departments function as the search committee. However it occurs, building departmental consensus around hiring a diverse faculty and the process for searching and hiring are important.

Consider appointing persons with experiences in diversity, equity, and inclusion, such as diversity, inclusivity, and or intentional dialogue training, membership on diversity and inclusivity task forces or committees and research and/or teaching experiences related to diversity and inclusivity. Persons who have demonstrated sound judgement on department-related business also

should be considered, along with those who have expressed and or displayed a willingness to work to reduce hiring biases which can be construed as decisions that prioritize one person or group over another, either consciously or unconsciously.

Department chairs are encouraged to ensure that Search Committee members:

- Participate in bias awareness conversations and or training. To do this as a department once the search committee has been formed is useful.
- Consider using Harvard's Project Implicit or UCLA's Implicit Bias Video Series.
- Include the AddRan College Diversity Advocate Diversity Advocate in the search process and consult if needed with the TCU Chief Inclusion Officer, the Title IX Coordinator and Staff and Human Resources.

Best Practices for Forming a Search Committee

- Create a diverse search committee, including, where possible, women, racial and ethnic minorities, and members of other under represented groups. Strive for variations in the professional interests of faculty including intra-disciplinary diversity such as fields, methodologies and perspectives.
- Invite a faculty colleague outside the hiring department but within the College to serve as an external advisory member.
- External members and lecturers should serve as non-voting participants. Encourage them to review files, meet with candidates, attend job talks and social events with candidates and invite them to participate in group-level deliberations regarding hiring.
- Students are non-voting participants in the search process. Establish a department policy on student participation prior to the start of the search that considers student rank; undergraduate, graduate (masters' versus PhD).

Duties of Search Committee Members

Members of the search committee serve the interests of the department and, more broadly, the College and University. Departments will determine if the search committee relies on a chair and how to define their role, or if the process involves all members of the committee and how or if the entire department is the search committee. Whichever method is chosen, search committee members generally are tasked with evaluating applicant files, documenting and narrowing the applicant pool using a standardized applicant evaluation method informed by the job description as publicized. Search committee members who conduct interviews are obliged to act as representatives of the department. As a result, expectations regarding bias training and the search process also apply. The following can help department members formulate a search committee.

Support Diversity, Equity and Inclusion

Committee members who support diversity, equity, and inclusion, who do not readily ignore and or dismiss issues related to them and/or who are at ease discussing these issues are more likely to contribute positively to a search and hire process that values all three and act on that valuation.

Power Dynamics of Committees

The professional rank and personal relationships of committee members can impact the effectiveness of the search committee. Rules on equal participation and voting for eligible voters (see the Best Practices for Forming a Search Committee box) can help ensure equitable participation. Department chairs are encouraged to consider rank and tenure status when formulating the search committee to help establish power balances and improve power

dynamics. Committee members are expected to listen, act respectfully and refrain from behaviors that can negatively impact the search, such as being defensive and reactive rather than open and reflective.

Avoid Conflicts of Interest

Although TCU's Conflict of Interest Disclosure Guidelines and Procedures do not address faculty searches, it indicates a preference for all faculties to desist from behaviors that might present a conflict of interest for the university, real or perceived. The University of Washington defines a search committee conflict as existing when a member of the committee is likely to benefit materially or in other ways including prestige and or status. Potentials for conflicts using this perspective include but are not limited to candidates who are co-authors or collaborators and/or have a close personal relationship with a search committee member. Departments should devise a plan for defining its own perspectives on conflicts and how to deal with any before the search begins. Options include expectations of full disclosure by faculty members with or without voluntary recusal (from all or specified aspects of the search).



Student Involvement

Consider pathways for undergraduate student involvement such as job talk participation with opportunities for student-feedback and use. For graduate students, determine the level and degree of their involvement. Will Ph.D. candidate roles be more involved than master's level and if so, how? Determine student involvement at the department level prior to the start of a search.

Avoid Common Biases or Errors

Be attentive to best standard practices.

Departments should strive to ensure that each person in the faculty has a clear pathway for being included in the search. Department chairs should remind each faculty member of their duty to report evidence of behaviors that might corrupt the process and outcomes and that such reporting, which can be done anonymously to the Office of the Title IX Coordinator or to Human Resources, is protected from reprisals.

Document the Search Process

Search committee members should identify a minutes-taker early in the search process. The minutes-taker is encouraged to keep detailed notes of all committee discussions, nominations, recruiting efforts, interviews (candidates, references, and other colleagues) and rationale for selecting or refusing candidates.

Establish Evaluation Criteria

Decide criteria before evaluating applicant file. Doing so can help avoid errors and reduce biases such as those related to the following:

- **elitism** – assuming individuals from particular institutions/intellectual traditions are best.
- **varying standards** – holding different candidates to different standards. This might be related to stereotypes; unjustified assumptions/reasons to disqualify a candidate; designating some candidates prematurely; differences in time spent evaluating each file.

Describing the Position

1. Once the Dean/Provost approves the position, specify criteria which are consistent with Department/University level expectations.
2. Consider broadening the position description to attract a wider range of candidates.
3. For each relevant area (teaching, research and service), consider if the position description is likely to appeal to individuals with experience mentoring and collaborating in a diverse environment.
4. For evidence of competency (in teaching, research and service,) consider including some of the following: diversity statements; letters of references from students; portfolio of sample syllabi and sample assignments; experience/interest in mentoring individual students and diverse sets of students; development of particularly effective strategies for the educational advancement of students in general and for various under represented groups; evidence of achievement and or leadership in areas related to one's discipline, college, university or community, including those that improve outcomes for under-represented groups.
5. Confidentiality – Decide on confidentiality guidelines. Off-record reference checks of candidates should be discouraged.
6. The wording of a job advertisement can be inviting or off-putting. While always making sure that the law is followed, consider using language that can signal that Texas Christian University and AddRan College of Liberal Arts is a family-friendly institution where diversity is valued. Language related to experience requirements that prioritizes rank over years of experiences might be helpful for those who embarked on non-traditional pathways. (See the sample job advertisement in the Appendix.)

7. Include the mandatory TCU AA/EEO statement at the end of the ad. The statement can be found in the Search Procedures For Full-Time Faculty Positions and reads as follows: "As an AA/EEO employer, TCU recruits, hires, and promotes qualified persons in all job classifications without regard to age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status or any other basis protected by law." See the Appendix for a Sample Job Advertisement.
8. Consider including a statement on TCU that emphasizes the institution's secular nature, commitment to academic freedom, and location in a large, diverse city and metroplex and a summary (if lengthy) of the College department statement on Diversity, Equity and Inclusion. Always follow the guidelines in the TCU Faculty Hiring Handbook. Consult the said Handbook regarding the creation and submission of the long and short versions of the ad to the Dean for approval.

Best Practice for Welcoming Under-represented Applicants

Signal, using appropriate language, interest in candidates who are likely to contribute to the department's diversity priorities. For example: "The Department of XXXX is interested in candidates at the rank of XXXX who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

In addition to the TCU Faculty Hiring Handbook, Hiring managers and search committees can also consult the *TCU Instructions for Hiring Manager and Search Committees* and the aforementioned Search Procedures for Full-Time Faculty Positions. Full-Time positions must be advertised in one national site such as the *Chronicle of Higher Education*, two minority sites such as AAHHE and Diverse Issues in Higher Education, one women's site such as WIHE and the TCU Human Resources website. Lecturer positions (at a minimum) must be posted on the TCU website, the AAHHE site and *Diverse Issues in Higher Education* site. For additional search outlets, consult the Faculty Search Advertising Websites Page in the TCU Search Procedures.

Best Practices for Posting Job Ads

Use multiple venues even in disciplines such as economics in which the dominance of one job-listing site seems to discount this strategy.

Dual Career Considerations

We in AddRan realize that dual career job searches are on the rise. We also recognize that these searches frequently impact women and persons from other under-represented groups negatively compared to white, heterosexual males (Wolf-Wendel, Twombly & Suzanne Rice, 2000; Zhang & Kmec, 2018). If a dual career possibility emerges in a search for full-time faculty the search committee should consult with the Department chair and Dean of AddRan.



During the Search and Before

CAMPUS VISITS AND INTERVIEWS

Active Recruiting

1. Contact leaders of discipline-specific affinity groups targeting under-represented groups such as Black Graduate Student Association, Institutions of Higher Learning that serve under-represented groups, or consult with Human Resources for help identifying other Job Ad resources. Discuss the position, identify specific targets whom you can invite to apply and send out the ad to their mailing lists. Always document these efforts, for example, the list of organizations that received the job advertisement in this recruiting step.
2. Search committee/department members should reach out to personal networks, former colleagues, mentors, or students to invite them to nominate well-qualified candidates and share the job ad with their networks.
3. Identify pre- and post-doctoral pipelines targeting under-represented faculty such as the Ford Foundation Fellowship Program and the University of California's President's Postdoctoral Fellowship Program.
4. Remember that TCU encourages submitting letters to *"minority, women's and professional organizations notifying them of faculty vacancies and requesting names of qualified applicants. Faculty in the hiring unit should contact colleagues for assistance in identifying women and minorities and other under-represented groups who may be potential applicants and should use all available sources to ensure that the under represented groups listed above are represented in the applicant pooled applicants."* TCU Recruitment Procedures, no. 5.

Best Practice

for Active Recruiting

- Advertise broadly to reach under-represented groups including those living with disabilities who are invited to make accommodation requests known to the hiring manager/search committee in accordance to TCU Policy 1.005.
- Reach out to personal and professional networks as well as institutions with a reputation for serving and/or having established relationships with members of under-represented populations.
- Be aware of biases including implicit ones that can influence behaviors without deliberate thought.

Evaluating Applicants

1. Departments should create a set of evaluation criteria consistent with the position description. At their discretion, they should jointly decide if they want to leave this task up to the search committee. The evaluation criteria must be consistent with the position description. For each major category (research, teaching and service), include multiple dimensions including those related to diversity, equity and inclusion. Some examples for consideration adapted from Harvard University Best Practices for Conducting Faculty Searches, Version 1.2 include:
 - Originality and contribution
 - Funding record
 - Ability to attract and mentor graduate students
 - Ability to teach and supervise undergraduates

- Ability to attract, work with and teach diverse students and commitment to collaborating with colleagues
 - Relationship to department priorities
 - Ability to make a positive contribution to the department's climate
 - Ability to be a conscientious department citizen
2. Try to evaluate each candidate in an open-minded and holistic manner to avoid anchoring and confirmation bias. UCLA offers the following tips:
 - "instead of reviewing each candidate's application in isolation and making an immediate thumbs-up or thumbs-down determination, review a set of applications side-by-side and then determine who should proceed to the next stage of consideration."
 - "instead of ranking candidate on a single scale, summarize each candidate's strengths, weaknesses and likely contributions. Alternatively, create multiple lists that rank candidates based on the various job-specific criteria."
 3. Give yourself and all committee members sufficient time to read all the applications. Review each applicant's dossier thoroughly. Be aware of creating lists of personal favorites rather than lists of qualified candidates.
 4. Try to build a case to advance each qualified candidate before identifying deficits or faults in their application package. Also ask yourself which facts support your decisions to include or exclude a candidate or where you might be speculating (adapted from Gillies in the Chronicle).
 5. Refrain from collecting information about applicants from social media or other online sites, especially where verification (including from applicant) is not assured.

Best Practice for Evaluating Applicants

- Before the search begins, create an evaluation tool using the job description. Use multiple dimensions for each hiring category including dimensions related to diversity, equity, and inclusion. An example of an evaluation tool can be found in the appendix.
- Decide, before evaluating applicants, how incomplete files will be evaluated and if at all.

Narrowing the Applicant Pool

Prior to meeting, members of the search committee should forward to the chair of the search committee their rankings of applicants. The search committee should meet to create a comprehensive ranking of candidates and from this, create a preliminary interview list using a predetermined number established by the department. Search committee members are expected to monitor the composition of all lists for diversity, ensuring the list reflects the composition of the applicant pool and avoids biases that have unintentionally crept into the list.

1. The search committee should circulate both the collective ranking of candidates and preliminary interview list to all faculty (possibly at a department meeting or prior to). Faculty should be given sufficient time to review the list and the applicant files for careful consideration. All faculty should monitor the composition of all lists for diversity. Faculty at a department meeting should finalize the interview list and or dismiss issues related to them.

2. The search committee members should develop interview questions that are vetted by the department. The questions should reflect candidate-specific needs based on the application portfolio. It should also include some standard questions that will be asked of each candidate. If the composition of the search committee and interview team is not the same, special effort should be made to include the latter in this process.
3. The search committee members should develop an information packet, a long and short version. Consider distributing the short version which might include basic information on TCU, the hiring department and Fort Worth in cases where interviews are in-person. The long version should be distributed to those candidates who are invited for a campus visit.
4. Interview team members are expected to conduct interviews using the same process for each candidate. In instances where the interview team is the same as the search committee, consider including the department chair or another faculty member who can serve as an observer and perhaps a note taker. Active note-taking of the interviews is important for informing discussions and as a means of documenting the search and should be encouraged.
5. Update search results in the Requisition Summary in iGreentree (or relevant software at the time). Enter a reason in the comments field for rejecting each person who did not make the shortlist. Reasons should be concise and verifiable: they should reference the written criteria, job ad and the evaluation criteria. Regular, weekly updates are more

Best Practice *for Narrowing the Applicant Pool*

- Develop and include interview questions that focus on an applicant's portfolio and standard questions to be asked of each person.
- Structure interviews the same. For example if the questions will be asked by major category (teaching, research, and service) do the same for each. If candidate-specific questions (within the major category) are to be followed by standardized ones, including those related to diversity, equity and inclusion, do the same for each.
- Review the Sample Guidelines to Interviewing Questions and the Sample Guidelines to Assessing Candidate's Ability to Work in a Diverse Environment in the Appendix.

On Campus Visits and Interviews

1. Before inviting candidates to the TCU campus, complete the steps which are outlined in the section *Before Candidates Are Invited to Campus for Interviews* in the TCU Search Guide for Faculty Hires. These include the completion and approval of the EEO-Affirmative Action-Form I. Do note that the documents (Requisition Summary from iGreentree and copies of all ads to Dean's office) must be compiled and submitted to the Provost for approval. (Note: EEO-Form II or EEO-Form III documents are no longer employed.) If the documents are approved, the Provost will issue an approval memo for the EEO I, which will be sent to the Dean and the department chair.
2. Search committees should give each candidate an information packet which should cover such issues as tenure and promotion criteria, teaching and service expectations, University, college, and departmental facts and figures and so on. This packet will ensure that each candidate is presented with the same picture of the job and institution and that interviewers do not subconsciously introduce biases into what information is shared and what is not. Also include in the

- information packet is a detailed schedule for the campus visit, including names and affiliations of the people who will attend each meeting or social function. Provide guidance on what is expected of the candidate during this visit. For example, is the job talk expected to be a research talk or one that displays teaching strengths; will the talk be open to students and at what level and how should the candidate, if at all, adjust their presentation based on this. Include campus maps. The information packet should be vetted by the department and if the composition of the search committee and interview team is not the same, special effort should be made to include the latter in this process.
3. All who will meet the candidate are expected to complete Implicit Bias Training such as the aforementioned Project Implicit and or Implicit Bias Video Series from Harvard and UCLA respectively and review the Sample Guidelines to Interviewing Questions in the Appendix. In particular, do not ask about protected status categories such as race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation. You may respond to questions related to these categories—e.g., childcare or schools—but you cannot evaluate candidates based on them. Consideration of a possible trailing spouse or children as a factor in the hiring decision is simply illegal. To borrow again from UCLA's guide, "Beyond abiding by the law, it's important to avoid these questions because they can unintentionally signal that [TCU] is not welcoming to all."
 4. Provide faculty and others who are expected to evaluate the candidate formally with the agreed-upon job-specific criteria and candidate evaluation form. Semi-structured interviews rather than casual visits are important for maintaining professional etiquette.
 5. If the candidate will interview with students, remember that implicit biases might exist in student evaluations.
 6. In addition to the standard meetings with the Dean, chair and faculty colleagues, consider scheduling a meeting for all candidates with at least one person who is independent of the search process and can give a broader sense of the AddRan/TCU experience. This individual could be the College's Diversity Advocate, the director of Comparative Race and Ethnic Studies, the director of Intercultural and Inclusiveness Services, etc. If possible, schedule the same person for each candidate, and be open to hearing from the person their comparative impressions of the candidates. This person is not the same as the external member of the search committee. They could be the same person who can share with each candidate about the state of diversity, equity, and inclusion at TCU, in Fort Worth and Texas.
 7. Offer equal accommodations to all candidates, and offer the same kind of airport transportation to all.
 8. When planning meals and other social functions, ask each candidate about dietary restrictions and restaurant preferences. Try to be as consistent as possible, given candidates' varying preferences and restrictions.
 9. If, prior to the campus visit, a candidate asks to bring a spouse or partner, requests child care assistance or family-friendly scheduling, or accommodation for a disability, do whatever you can to abide by those requests. Create a separate agenda that makes clear which functions are open to a visiting spouse or partner.
 10. Make sure that each candidate receives clear instructions about post-visit procedures, timeline for a decision, etc. Consider sharing this information in the form of a short formal exit meeting with either the department chair or the search committee chair. Exit meetings can also help, according to UCLA, to "send a final message about the department before the candidate leaves and to take the candidate's temperature about how she experienced the day."

Best Practice for Effective Interviewing

- Develop and use a common set of questions for each candidate.
- Ask questions in the same order.
- Include questions that demonstrate familiarity with the applicant's portfolio and work.
- In addition to traditional domains (teaching, research, and service- current and future), include questions that encourage conversation on interests in and or experiences in working with colleagues and students from diverse backgrounds.
- Avoid personal questions as they can bias the interviewer's opinion of the candidate.
- Review the Sample Guidelines to Interviewing Questions and the Sample Guidelines to Assessing Candidate's Ability to Work in a Diverse Environment in the Appendix.

Candidate Selection and Job Offer

1. Faculty members should refer to the job-specific criteria and written notes and recommendations from the search process and campus visit and interviews to make a case for and against each and all of the finalists using a standard candidate application tool. See the Sample Candidate Evaluation Tool in the Appendix.
2. After the departmental vote and decision on the candidate is finalized, the department chair is encouraged to write down why the decision to extend an offer to one (or more) candidates was made and write a separate justification stating why the others were determined to be unable to meet the job requirements. This rationale will also be entered in iGreentree or similar software.
3. After the decision is made and approved by the Dean, the department chair will inform the chosen candidate. Inform the candidate that negotiations are not unexpected. Until a formal offer is made and accepted, all communication with the candidate from this point on is to be limited to the department chair. This will eliminate possibilities of error that can occur when multiple people are communicating.
4. The Council of Colleges of Arts and Sciences and the American Association of University Professors which endorses their *Ethics of Faculty Recruitment and Appointment* indicate that written offers, the only non-binding offer, should follow within ten days of an informal, oral one with full details including: starting rank; length of the appointment; conditions of renewal; salary and benefits; duties of the position; if tenure-track, the amount of credit toward tenure for prior service; institution's "startup" commitments (for example, equipment and laboratory space); date when the appointment begins and when the candidate is expected to report; date by which the candidate's response is expected, which should not be less than two weeks from receipt of the offer; details of institutional policies and regulations that bear upon the appointment; and information on other relevant matters. Extensions beyond this time are at the discretion of the Dean and department chair.
5. Consider preparing a list of resources on campus (others with similar research, teaching, and service interests from across the university) and off campus (schools, day cares, neighborhoods, religious communities) and share the list with the prospective hire.
6. Once the offer is formally issued in writing and accepted in writing, be sure that the new colleague gets timely updates about the persons new office and courses, how to place book orders, etc., and put them in touch with a department administrative assistant. The department chair should ensure that all special requests such as data or computing needs are submitted in a timely manner so as to ensure a smooth transition.
7. Welcome your new colleague enthusiastically. Provide your new colleague with assistance as needed to ensure a smooth transition to TCU.

After *The Search*

Search Evaluation

Revisit the search process and outcomes in a department meeting following the acceptance of the job offer by the candidate. Consider making one person (potentially but not necessarily a member of the Search Committee or Interview Team) responsible for making a report to include lessons learned. Extend suggestions to Dean's Office and/or update department level search documents regarding search and hiring.

Examples of questions to consider include:

1. Did the committee use the Guide in faculty recruiting?
2. Was the applicant pool diverse? Could the diversity of the applicant pool be a reflection of the job description and or the recruiting commitment and process?

3. Was the candidate list diverse? Did the diversity in the candidate list reflect that in the applicant pool?
4. What parts of the search process worked well and what parts did not work well? How could they be improved?
5. Did candidates, especially women and/or under-represented minority candidates, refuse an offer? Consider interviewing these candidates and asking them their reasons for refusal.



Appendix: **SEARCH DOCUMENTS**

Sample Job Advertisement (TCU Department of English 2018 | No changes)

The _____ Department at TCU, which offers _____ degrees within a teacher-scholar model, invites applications for a tenure-track position in _____ at the rank of _____ professor. Candidates who combine _____ with secondary/supporting expertise in _____ are especially welcome to apply. We seek scholars with a developed research agenda, a strong commitment to teaching and the desire to join colleagues within the department and beyond in contributing to serving the university and the community. The _____ Department values diversity, and interdisciplinary collaborations.

Requirements: PhD in _____ by _____.

To apply, sign in online at https://tcu.igreentree.com/CSS_Faculty and upload 1) letter of application; 2) CV; 3) writing sample; 4) dissertation / project abstract; 5) three letters of recommendation; and 6) statement indicating experiences with and contributions to diversity, equity and inclusion. Personal/contact information is required; applicant survey is voluntary. All questions regarding the application process should be directed to Human Resources at hrtalentacquisition@tcu.edu or 817-257-7790. Review of applications begins _____ and will continue until this position is filled.

A private, secular institution of 10,000 students located in the nation's fourth-largest metropolitan area, TCU is a selective teaching and research university. Faculty enjoy competitive salaries, a 3/2 teaching load (with teaching releases for work in the grad program), and research support.

TCU is dedicated to achieving a diverse faculty and staff. As an AA/EEO employer, TCU recruits, hires, and promotes qualified persons in all job classifications without regard to age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status or any other basis protected by law.



Sample Applicant Evaluation Tool (University of Michigan with modification)

The following is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; alternate language is suggested in parenthesis for senior faculty candidates.

Applicant's name:

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

- Read applicant's CV
- Read applicant's statements (research, teaching, diversity, equity and inclusion)
- Read applicant's letters of recommendation

Please rate the applicant on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Evidence of research originality and or productivity						
Potential for scholarly contribution/tenurability						
Evidence of strong background in [relevant fields]						
Evidence of [particular] perspective on [particular area]						
Evidence of teaching experience and interest (including grad mentorship)						
Potential to teach courses in core curriculum						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						

Sample Applicant Evaluation Tool (Teaching-focused)

The following is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for teaching-focused faculty such as full-time instructors.

Applicant's name:

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

- Read applicant's CV
- Read applicant's statements (research, teaching, diversity, equity, and inclusion)
- Read applicant's letters of recommendation
- Read applicant's scholarship (indicate what):

Please rate the applicant on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Evidence of overall teaching experience (years taught, # classes)						
Evidence of teaching experience in desired (job ad) classes/areas						
Evidence of teaching interest (expression of teaching interest in statements, letters of recommendation)						
Evidence of teaching competency (teaching awards, certifications, student reviews (spot and or others)						
Potential to teach the core curriculum (including creation of new courses) on areas related to DEI or others						

Sample Guidelines for Interview Questions (Columbia University | No Changes)

Topic	Legal Questions	Discriminatory Questions
Family Status	Do you have any responsibilities that conflict with the job attendance of travel? If asked must be asked of ALL applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have children or plan to? What are your childcare arrangements?
Pregnancy Status	None.	Are you pregnant? When are you due?
Race	None.	What is your race?
Religion	None.	What is your religion? What religious holidays do you observe?
Sex/Gender Identity	None.	Are you male or female?
Sexual Orientation	None.	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the USA?	Are you a U.S. citizen? Where were you born? What is your "native tongue."
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so the person can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent illnesses or operations?

Sample Guidelines for Assessing Candidate's Ability to Work in a Diverse Environment (North Carolina State University | No Changes)

Open Ended Questions

1. Suggested opening remarks: "Our college (division or department) values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity."
2. What do you see as the most challenging aspects of an increasingly diverse academic community?
3. What have you done, formally or informally, to meet such challenges?
4. How do you view diversity course requirements for students?
5. How have you worked with students and others to foster the creation of an environment that's receptive to diversity in the classroom, in the curriculum and in the department?
6. How have you mentored, supported, or encouraged students on your campus? What about under-represented minority students, women or international students?
7. In what ways have you integrated diversity as part of your professional development?

Evaluation

1. Is the candidate at ease during the discussion?
2. Does the candidate use gender-neutral language?
3. Does the candidate address all present?



Sample Candidate Evaluation Tool (UCLA, No changes)

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidates Name:

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

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

Please comment on the candidate's scholarship as reflected in the job talk:

Please rate the applicant on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Potential for (Evidence of) scholarly contribution/impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Potential for (Evidence of) outreach efforts to diverse groups						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other Comments:

Sample Applicant Evaluation Tool (Teaching-focused)

The following is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for teaching-focused faculty such as full-time instructors.

Candidate's name:

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

- | | |
|---|--|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate |
| <input type="checkbox"/> Read candidate's statements | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> Attended candidate's job talk | _____ |
| | _____ |

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the applicant on each of the following:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Potential for (Evidence of) collaboration (co-teaching within and outside of department)						
Potential for (Evidence of) outreach efforts to diverse groups						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and mentor underrepresented students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other Comments:

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Notice of Nondiscrimination and Contact Information for Title IX, Title VII and ADA/AA Coordinators (Teaching-focused)

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TCU Box 297090
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Students

Student Disabilities Services

TCU Box 297710
Sadler Hall 1010
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817-257-6567
academic_services@tcu.edu

Applicants for Employment

Vice Chancellor for Human Resources

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