Office of the Executive Vice President and Provost

**Before the Search**

- Articulate importance of diversity, equity, and inclusion to the academic mission.
- Engage in ongoing, active relationship-building and identification of excellent and diverse candidates.
- Receive charge from Dean, including the importance of advancing diversity, equity, and inclusion throughout the process and any related expectations (e.g., diversity of applicant pool).

**Launch the Search**

- Form search committee with attention to demographic composition; include underrepresented members within or outside department & individuals committed to diversity, equity, and inclusion. Strive for more than one representative to avoid tokenism.
- Require implicit bias training for committee members, including unit data profile, availability, and key strategies to advance equity.
- Discuss intentional practices to engage all members of committee in process, including acknowledgement of power differences and impact on group dynamics.

**Publicize the Position and Build the Pool**

- Establish objective criteria.
- Include demonstrated commitment to diversity, equity, and inclusion as a criterion.
- Define qualifications broadly, limiting the number of required qualifications.
- Discuss the use and timing of reference letters.

**Actively Recruit Candidates**

- Develop an Active Recruitment Plan to identify efforts to maximize diversity of pool.
- Use PTD Active Recruitment Scripts to seek out passive candidates by networking, calling, emailing, etc.
- Compare availability data to demographics of applicant pool at multiple checkpoints to determine whether additional outreach is needed to reach availability threshold.

April 2021
Evaluate Candidates

- Review agreed upon evaluation criteria before reviewing applicant materials. Be prepared to reference criteria when discussing candidates.
- Have all committee members complete an evaluation worksheet for each candidate and submit evaluations to committee chair prior to meeting.
- Allow time for full discussion; do not rush. Be mindful of implicit bias and potential cognitive errors.
- Review reference letters after evaluation of CV/other materials. Critically review reference letters for language indicating bias (e.g., gender, race).
- Compare demographic data of shortlist to availability data and overall pool; evaluate and explain if shortlist is less diverse than available pool.

Develop the Shortlist

- Use structured interview format for all candidates in distance interviews; include question about commitment to diversity, equity, and inclusion.
- During campus interviews, offer block of time for candidate to explore unique interests; provide contact outside search committee (e.g., HR administrator) to make arrangements.
- Use standard evaluation tool for department faculty to provide feedback about candidates.
- Provide all candidates with a positive campus interview experience.

Conduct Distance & On-Campus Interviews

- Structure discussion to solicit consideration of both strengths and deficits for each candidate.
- Challenge assumptions and common cognitive errors during deliberations.
- Be mindful of power dynamics among committee members and foster an environment in which all committee members are heard.

Select Final Candidate(s)

- Inquire about start-up needs; tailor offer to accommodate needs.
- Provide initial offer via phone call, then send letter.
- Offer to provide any additional information candidate needs to make a decision.
- Be prepared to negotiate salary within budget parameters and respond to dual career needs.
- After offer is accepted, reach out to candidate to welcome to campus and inquire about any transitional needs.

Secure Finalist

- Debrief process as a search committee (i.e., what worked well and what did not).
- Evaluate effectiveness of job ad placement and other recruitment strategies.
- Have all committee members complete post-search survey.
- Integrate learning into future search processes and departmental diversity, equity, and inclusion efforts.

Evaluate the Process/Integrate Learning

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